BILINGUAL EDUCATION PROJECT SPAIN

Evaluation Report

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Findings of the independent evaluation
of the Bilingual Education Project
Ministry of Education (Spain)
and British Council (Spain)

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CONTENTS

FOREWORD
MINISTRY OF EDUCATION

In 1996 the Ministry of Education and Science and the British Council signed an agreement to introduce an integrated curriculum in Spanish state schools. In this way bilingual education was established in 43 state schools with 1200 pupils aged three and four. Since 1996 bilingual education has slowly but surely been introduced at every level of education from age three through to sixteen in the project schools.

In 2006 the results obtained and the interest this Bilingual Programme had aroused both in Spain and abroad led the Ministry of Education and the British Council to ask Emeritus Professor Richard Johnstone OBE (University of Stirling) to carry out an independent external evaluation. The objective data obtained would be used to fine tune the Programme. Professor Johnstone, together with Dr. Alan Dobson and Dr Dolores Pérez Murillo, have devoted three years to a detailed analysis of every aspect of the Bilingual Programme. The Ministry of Education would like to take this opportunity to thank them for their work, especially where they have uncovered an area in need of improvement.

These results, illustrated in this publication, allow the Ministry and the British Council not only to develop the Programme further but also to put on record for the benefit of others in the field of education the successful teaching practices revealed in the evaluation.

We hope that the publication will be of interest and use both to language teaching experts and to members of the general public interested in bilingual education.

Eduardo Coba Arango
Director of the Instituto de Formación del Profesorado, Investigación e Innovación Educativa (IFIIE)
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Spain

FOREWORD
BRITISH COUNCIL

It gives me great pleasure to present to you this report on the findings of an independent three-year investigation into the Ministry of Education / British Council Bilingual Schools project. Bilingual English/Spanish education is one of the most exciting innovations in the current education scene, with over 200,000 young students studying a bilingual curriculum from the age of 3, either in our project schools or in regional government versions of the project based on this original model.

The evaluation has been headed up by a leading world expert in bilingual education: Professor Emeritus Richard Johnstone OBE of the University of Stirling, Scotland. He worked with a close-knit team of two main researchers – Dr. María Dolores Pérez Murillo from the Universidad Complutense de Madrid and Dr Alan Dobson, formerly HM Inspector at the Office for Standards in Education (OFSTED) for England. I would like to congratulate Professor Johnstone on this work and I am confident that with the quality of this team we have in this publication a body of research that will become a focal point of reference to everyone in Spain and indeed globally, who has an interest in bilingual education.

Finally, I would like to express my sincere personal thanks to Pilar Medrano (Ministry of Education) and Teresa Reilly (British Council) for their energy and commitment to bilingual education, growing it from 43 schools in 1996 to the enormous network we have today. It is with a high level of expectancy that I look forward to continue sharing the vision with our partners in the Ministry of Education, a vision that is designed to give young Spanish people the very best opportunity to equip them to be successful in a modern, globalised, 21st century Spain.

Rod Pryde
Director British Council Spain

ACKNOWLEDGEMENTS

My colleagues and I on the evaluation team consider it a great honour to have been charged with the responsibility of conducting this important research study.

The findings and conclusions of our study are entirely our own, and are firmly based on the research evidence which we have collected. I should like to acknowledge the full acceptance of this independence by the Ministry of Education and the British Council, and at the same time my colleagues and I wish to record our grateful thanks to them for always being helpful and considerate.

Our task was to gather high-quality evidence on this one project, in order to learn whether or not it was achieving its aims. Our task was not to compare it with other bilingual education projects in Spain or elsewhere. Spain has made an impressive commitment to early bilingual education in several different ways, through a variety of different projects and involving a number of languages. We wish all of them well, but we seek to make no comparisons and our report limits itself to the one project which we were charged to evaluate.

My colleagues and I are indebted to a large number of people across several different groups, such as school managers, class teachers, pupils & students, parents, regional authorities, staff involved in research and teacher education, and one prestigious external examination board (University of Cambridge International Examinations). Conducting an evaluation in schools inevitably causes some degree of inconvenience, and so we would like to thank all of those with whom we have been in contact for the welcome they have afforded us and the interest in our research which they have shown.

My final word of thanks must go to my two research colleagues in the evaluation team, Dr Alan Dobson and Dr María Dolores Pérez Murillo, for the excellent work they have done in collecting and analysing data, preparing draft reports and contributing to our study in many different ways; and I should also like to express my grateful thanks to Margaret Locke for her skill, tact and patience in facilitating many of our arrangements with schools.

It is our sincere hope that our evaluation report will be of interest and use not only to those directly involved in the project which we have been evaluating but also to anyone who has an interest in children's education through language at school.

Professor Emeritus Richard Johnstone

Director, Independent Evaluation of
National Bilingual Education Project (Spain)

chapter 1
INTRODUCTION

This introductory chapter has three sections:

- A brief note on the published outputs of the evaluation study
- A description of the national Bilingual Education Project (henceforth, BEP) which is the object of the evaluation study
- Key features of the evaluation study.

PUBLISHED OUTPUT OF THE PRESENT EVALUATION STUDY

The main published output of the BEP evaluation will consist of the following texts:

- The present **Evaluation Report** which sets out the background to the study and the key findings. This is the text which is intended for a wide-ranging readership. It is published both as a printed book, made available in a limited number of copies, and is also available on-line[1].

Given the importance of presenting the **Evaluation Report** in both Spanish and English within the one printed publication, there is a limit on the number of pages available for either of these two languages, and as a consequence the Evaluation Report cannot contain certain aspects in which some potential readers might be interested.

Accordingly, by May 2011 it is intended to make available:

- An online **Supplement** which will contain an article setting the BEP against the background of international research on bilingual education, which will offer some additional thoughts on good practice and which will provide further detail on the research approach that was adopted, e.g. the different instruments and procedures that were used for data-collection and analysis, and presenting some additional statistics and findings.

THE NATIONAL BEP IN SPAIN

The national BEP in Spain began in 1996, following an agreement between the Ministry and the British Council. It derived its inspiration from the British Council School in

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1. The two published outputs mentioned above will be available on the websites of both the Ministry of Education (Spain) and the British Council (Spain).

Madrid but soon assumed its own distinctive identity as a programme explicitly intended for pupils in the Spanish state school system.

According to senior figures within the BEP, one of the reasons for initiating an early bilingual education programme was an increasingly widespread feeling of dissatisfaction among teachers and parents in Spain with the outcomes of what might be termed the mainstream model of teaching a Modern (foreign) Language at Primary School (MLPS), based on relatively small amounts of time per week being made available. This perception of the limitations of the MLPS model is given authority by a review of research on this topic across the European Union, sponsored by the European Commission, in which the authors (Blondin *et al*, 1999)[2] found that, although pupils' attitudes to MLPS were generally positive, there was only limited evidence of pupils having developed a fluent, flexible and accurate command of their foreign language by the end of their primary school education.

By contrast, an early bilingual education approach offers in principle three potentially key factors which differentiate it considerably from MLPS. These are:

- an **early start** (in some cases beginning at the age of three)
- a **significant increase in 'time'** for the learning and use of the additional language, and
- an **increase in 'intensity of challenge'**, in that pupils are challenged not only to learn the additional language but also to learn other important primary school subject-matter and to develop new skills through the medium of that language.

Aims of the national BEP in Spain

The published aims of the national BEP in Spain as set out in the official *Guidelines* for the Integrated Curriculum Primary (p. 87) as approved by the Ministry of Education in Spain are:

- To promote the acquisition and learning of both languages through an integrated content-based curriculum.
- To encourage awareness of the diversity of both cultures.
- To facilitate the exchange of teachers and children.
- To encourage the use of modern technologies in learning other languages.
- Where appropriate, to promote the certification of studies under both educational systems.

Key characteristics

The BEP possesses the following key characteristics:

- It operates in state schools and not in schools that are private or fee-paying.

2. Blondin, C., M. Candelier, P. Edelenbos, R. Johnstone, A. Kubanek-German and T. Taeschner (1999). *Foreign languages in primary and pre-school education. A review of recent research within the European Union.* London: CILT.

- It begins at an early age, normally when pupils are three or four years old.

- It is based on a whole-school[3] approach, in order to ensure that all children at the school have the same opportunity, regardless of socio-economic or other circumstances.

- It is supported by a set of *Guidelines*[4] which were shaped not only by staff of the Ministry and British Council but also by participating teachers.

- Before a school joined the BEP, there was a visit by staff from the British Council and/or Ministry, in order to discuss with staff and parents what the programme meant and to check that they were in favour of the school's participation.

- A significant amount of curricular time is allocated to the additional language (in this case, English), roughly equivalent to 40% of each week at school, allowing pupils to learn a number of challenging subjects through English such as science, history and geography.

- The skills of reading and writing in English are introduced from an early point, in order to complement the skills of listening and speaking and to promote an underlying general competence in language.

- From the beginning there was agreement with the associated secondary schools that when the BEP pupils entered secondary school, they would continue to receive a bilingual education.

- The schools are situated in ten of the seventeen autonomous regions of Spain, plus Ceuta and Melilla, covering a range of socio-economic, ethnic, linguistic and other contexts; they were not selected on the basis of social or other privilege.

- Supernumerary teachers were made available to each participating school in order to support the everyday classroom teachers in implementing the EBE programme.

- Further support at national level was made available through the appointment of a key person in each of the Ministry and the British Council who jointly oversee the project, visiting schools, arranging for initial training and for Continuing Professional Development (CPD) and also through the appointment of staff in the British Council whose tasks include liaison with schools, development of a BEP website, and production of a magazine (entitled *Hand in Hand*).

Schools and teachers

Initially, forty-four primary schools were involved in the BEP. Of these, only one has dropped out. It was agreed at an early stage that the number of schools would not be

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3. This means that when a primary school embarks on the BEP, all classes in the first year receive the same early bilingual education (EBE), thereby avoiding a two-track approach (in which one track has EBE and the other a mainly monolingual education in the national language). When classes in the first year move up to the second year, their EBE continues, so that when the first cohort have reached the final year of primary school education, the whole school is being educated bilingually.

4. These *Guidelines* were subsequently endorsed by the Spanish Ministry as reflecting a curriculum which was considered to be appropriate for EBE and also was acceptable as a valid curriculum for children at school in Spain.

increased until the first cohort of pupils had completed their bilingual education at primary school and had continued this for at least three years at secondary school. In the school year 2008-2009 there were 74 primary schools and 40 secondary schools involved in the BEP, distributed as follows:

Aragón (21 primary /4 secondary); Asturias (2/2); Baleares (2/2); Cantabria (1/1); Castilla-La Mancha (7/7); Castilla y León (19/10); Extremadura (2/0); Madrid (10/10); Murcia (2/1); Navarra (6/1); Ceuta (1/1); Melilla (1/1).

There were signs in 2009, however, of a possible decrease in the numbers of secondary schools participating in the national BEP. This should not be taken as a sign of disaffection with Bilingual Education, however, since in certain areas a regional BEP has been developed with the secondary schools in the national BEP engaging with their regional scheme in some cases.

Teacher appointments in state schools in Spain

In state schools in Spain, most of the teaching is done by *funcionarios* (teachers with civil service status and conditions) who are appointed following a series of competitive examinations (*oposiciones*). Some teaching is done by teachers on temporary appointment waiting to present themselves for these examinations (*interinos*). *Funcionarios* may hold a *plaza fija* (a permanent appointment to a specific school). Those who do not have a *plaza fija* may be transferred to another school at the end of the school year.

Contracted teachers delivering BEP

When the BEP was set up in 1996, it was recognized that, although there were some *funcionarios* with good English, staffing resources needed to be supplemented by native (or near-native) speakers of English, and appointments of *asesores linguísticos* (AL)[5] were made. The number of AL varies at present from three to five across the schools according to their size. In the year 2008-2009, there were 231 contracted teachers of this sort working in primary schools.

In 2004, when the first cohort of pupils moved on to secondary education, individual regional authorities (*comunidades autónomas CCAA*[6]) decided whether to appoint contracted teachers to teach in secondary schools (ESO) or whether to use subject teachers from their own workforce deemed to have adequate language skills. In 2008-2009, there were fourteen ALs appointed in secondary schools in six of the regional authorities, to teach science (*ciencias naturales* – CN) or social science (*ciencias sociales* – CS). (CS includes geography and history).

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5. This is the term most frequently used for contracted teachers on the BEP but the actual term used may vary from one region to another.

6. In October 1999, the responsibility for education in Spain was given to the CCAA and they are now responsible for the contractual conditions of teachers employed on the BEP. However, the overall role of the Ministry of Education and the British Council in the project is to offer advice, support and expertise in areas such as recruitment and teacher development.

The contracted teachers were distributed as follows:

> Per CCAA (primary / secondary: CN & CS): Aragón (53 / 0); Asturias (8 / 4: 2 & 2); Baleares (6 / 2: 1 & 1); Cantabria (2 / 2: 1 & 1); Castilla-La Mancha (25 / 0); Castilla y León (59 / 0); Extremadura (7); Madrid (42 / 0); Murcia (6 / 2: 1H & 1S); Navarra (13 / 0); Ceuta (5 / 2: 1 & 1); Melilla (5 / 2: 1 & 1)

Some of the regional authorities chose to use foreign language assistants (FLA) (*auxiliares de conversación*) as well as or instead of AL in order to support teachers in secondary schools. The number of FLA varies between one and four across the schools, but there are no overall figures available for the number and distribution of these appointments in the BEP schools across the regional authorities.

Recruitment of supernumerary teachers

For recruitment to primary schools involved in the BEP, applicants are expected to have a native or near-native command of both spoken and written English, have recognized European QTS (Qualified Teacher Status) in infant/primary teaching (exceptionally teachers with secondary PGCE (Postgraduate Certificate of Education) or TEFL (Teaching of English as a Foreign Language) qualifications may be appointed) and have had classroom experience with children between three and eleven years of age.

For teaching their classes in BEP secondary schools teachers are expected to have a native or near-native command of both spoken and written English, hold a recognized degree in a relevant subject and recognized European QTS in secondary teaching, and have had classroom experience with children between 12 and 16.

Working arrangements

The ALs[7] are additional members of staff and are not in charge of any one class, i.e. they are not class teachers. Timetables vary and teachers are expected to be flexible. Teachers on the BEP can expect to be employed in infants (3-6 years) or primary (6-12 years) but in some schools teachers teach within both areas.

The AL, particularly at the infant stage, works alongside the class teacher or takes the whole class for games, stories, reading and writing and other curriculum input. However, in primary the AL is often, though not always, left in sole charge of the group. Spanish teachers of English have been gradually brought on board to help deliver a curriculum which includes subject areas from both the Spanish and the English national curriculum.

In the ten *comunidades* (plus Ceuta and Mellila), every school has a maximum of four ALs. One or two still have five but once the fifth has left, she/he is not replaced. A considerable sum is invested in training Spanish teachers of English, and after two years there should be less dependence on the ALs as the 'only' deliverers of the English component.

In secondary schools, there is a specific need for co-operation and coordination between departments. The CN and CS teachers are expected to work closely with the

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7. Although commonly referred to as 'British' in the schools, some of the AL may be from the Commonwealth, the USA or the Republic of Ireland; some are Spanish teachers with a near-native command of English.

English teachers, often planning together how the English department can support the CN and CS teachers through, for example, the teaching of specific language skills, areas of vocabulary, developing reading and writing skills and non-fiction texts which might focus on teaching and developing the specific language of instruction, prediction, report writing etc.

The contracted teachers are on renewable annual contracts and do not have the same conditions as *funcionarios*; for example they do not receive *trienio*, i.e. an entitlement after three years of service.

INSET and Staff Development

Each year in early September the Ministry and the British Council organise a short induction course for newly appointed contracted teachers.

A programme of staff development for teachers on the BEP is jointly run by the Ministry and the British Council.

THE EVALUATION

The evaluation was funded jointly by the Ministry of Education (Spain) and the British Council as an independent evaluation of the national BEP in Spain. After initial discussions involving the Director of the evaluation and officials of the Ministry and British Council in 2005, the evaluation began in 2006. At a much earlier stage in the life of the BEP there had been an initial smaller-scale evaluation, designed to provide feedback on how the BEP was faring in its initial development, and this study among other things strongly supported a 'whole-school' approach.

Aims of the evaluation

The evaluation had three agreed aims:

Aim 1:

- To provide research-based evidence on pupils' English language proficiency as developed and demonstrated through the study of subject matter in a bilingual context; and on their achievements in Spanish.

Aim 2:

- To identify and disseminate good practice as occurring in the project schools.

Aim 3:

- To provide research-based evidence on awareness, attitudes and motivation.[8]

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8. In fact, in the agreement between the funding bodies and the Director of the evaluation, Aim 1 and Aim 3 were conflated as one Aim, but in order to avoid possible confusion they are treated separately throughout the present report as two separate Aims (Aim 1 and Aim 3).

Research questions

After discussion with the two funding bodies, four main research questions or themes were agreed which would reflect the above three general aims. These are stated here in research question **(RQ)** form:

RQ1

- How may the performance and attainments of BEP students be described?

RQ2

- What evidence is there of 'good practice' and how may this be defined and exemplified?

RQ3

- How is the BEP perceived by key groups which have a stake in it?

RQ4

- Is the BEP achieving the aims which it has set out for itself?

Roles of research staff

The research staff consisted of two Research Consultants, one Research Administrator and one Research Director.

It was mainly the role of the research consultants to assist in developing the research instruments, to visit schools, to collect and analyse data and to draft reports. As a matter of principle, one of the two research consultants was from the UK, with English as first language but with high proficiency in Spanish, and the other was Spanish, with Spanish as first language but with high proficiency in English. All members of the evaluation team were employed on a part-time basis and two of them were based outside Spain, so it was important to design an evaluation study which would be conducted efficiently within the resources available. The Director took responsibility for the overall evaluation strategy, for networking with the two research consultants, for liaison with the two funding bodies, and for undertaking certain Studies in collaboration with colleagues.

Given the staffing of the evaluation team, inevitably much of their communication with each other took place individually at a distance, by email, text-messages or phone. Each year, however, there were minimally two or more formal meetings of the full team in order to discuss plans and to report on progress. The meetings took place in private at the offices of the British Council in Madrid or London, and towards the end of most meetings the two key contact persons representing the funding bodies were invited to join the meeting. This enabled information on progress to be presented and also a constructive informal discussion to take place of any issues which seemed to be arising. In addition, a more formal interim report on progress was presented at the Ministry of Education to a group representative of the Ministry and the British Council in 2007.

Increasing scope of the evaluation

Initially, main focus on primary schools

The initial understanding agreed by the funding bodies and the evaluation team was that, given the resources available for the evaluation, it would be important to focus on key points rather than attempt to cover every conceivable point of interest.

Accordingly, it was agreed that the main focus of the evaluation team's efforts should be on the BEP at primary school. There was good reason for this, in that the BEP was well-established in primary schools but had moved into the associated secondary schools only in recent years, and it seemed reasonable to surmise that perhaps the secondary schools in some cases were still 'coming to terms' with the BEP. Although classes in all years of primary school education, and also in infants' classes, were observed, it was agreed that the main focus in primary schools should be on the third cycle of primary education, i.e. the final two years which we shall term Primary 5 and Primary 6. The reason for this preference was that it would enable a picture to be built up of what the outcomes of the BEP were by the end of pupils' primary school education.

Extending the scope in the light of emerging issues and needs

As the work of the evaluation team got underway, a case began to emerge for making some modification to the scope of the evaluation as set out above. Four issues in particular were becoming salient:

1. With regard to RQ3, the main groups intended for consultation had been students, class teachers and Head Teachers, but interest grew in incorporating a **parents' perspective** also, so this was agreed.

2. The first cohort of BEP students to reach ESO4 (fourth year of secondary education) did so in Autumn 2007 and became available for taking the Cambridge IGCSE[9] examination towards the end of ESO4 in 2008. Interest arose therefore in tracking students' attainments at that level. It was considered essential to situate these attainments in context, and so it was agreed with the funding bodies that there should be additional data-collection from secondary schools beyond the data-collection on primary-secondary transition that had originally been envisaged. As a consequence, data-collection took place by means of classroom observation of lessons in **ESO1&2** (Secondary 1 & 2), the collection of ESO2 students' perceptions, and questionnaire surveys of ESO2 **students, secondary school class teachers and Head Teachers**, in addition to taking note of ESO4 students' **attainments** in the IGCSE.

3. The evaluation team was becoming aware of some concerns that maybe BEP students' command of Spanish was being compromised as a result of having some 40% of their education in another language. It was agreed therefore that a

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9. IGCSE stands for International General Certificate of Secondary Education.

comparison study should be undertaken in which BEP and non-BEP students would be compared in respect of their written Spanish. However, this could not take place in BEP primary schools because all classes were taking the BEP, so it had to take place in the associated secondary schools which from first year of secondary education onwards had two sorts of intake: BEP and non-BEP. Accordingly, **a comparative study of BEP versus non-BEP in respect of writing in Spanish** was agreed for ESO2 (second year of secondary education).

4. In order to address RQ1 as fully as possible, it was agreed that account should be taken of the performance of BEP students towards the end of ESO4 (fourth year of secondary education) in the international IGCSE examinations. The first cohort of BEP students to reach ESO4 did so in school session 2007/8, and a number of schools presented candidates for the IGCSE in summer 2008; to be followed by a larger number of schools and candidates in summer 2009. Accordingly, it was agreed that evidence should be collected on the **IGCSE performance of BEP students,** particularly in 2009.

There was no request from the funding bodies for a comparative study of the 'experimental versus comparison' sort. In other words, the evaluation team was not asked to compare the attainments of BEP pupils with non-BEP pupils of the same age. It is quite common for evaluation studies to make this sort of comparison; however in the present case it was not requested. Therefore, the focus was on the BEP itself as a distinctive entity with its own aims, processes and values, and not on the BEP as being better or worse than the existing mainstream curriculum in Spain (nor indeed as being better or worse than any other bilingual education initiatives in Spain or else where). By its very nature, the BEP offers a radically different education from the mainstream system and it was therefore important to learn whether it was achieving its own different ends. The one exception to this principle was the 'comparison study' of BEP versus non-BEP students' Spanish writing which has already been mentioned.

Selection of schools

In consultation with the two funding bodies, and taking account of the staffing resources available to the evaluation team, the following selection of schools was agreed:

Sample A: Schools which would be visited and surveyed

Eight primary schools were identified for purposes of periodic visiting, taking into account geographical distribution, social spread and school size, as well as a likelihood of finding some instances of good practice. Careful attention was paid to the known socio-economic and other background of these schools, in order to ensure that this sample as far as possible reflected normal state schools in Spain and did not constitute a privileged élite.

In addition, there were three primary schools which contained special features of interest, e.g. their socio-economic (under-privileged) background or linguistic profile (high incidence of first language other than Spanish). These three schools would receive one visit each. Also to be visited would be the ten secondary schools associated with these

primary schools (one BEP primary school did not have an associated secondary school), making a total of 21 schools, sixteen of which would receive periodic visits and five of which would receive single visits.

Sample B: Schools which would be surveyed but not visited

An additional broader sample of 26 schools (thirteen primary schools and thirteen associated secondary schools) was also selected for purposes of collecting more representative data. While one particular school was chosen to represent one particular *comunidad* where it was the only project school, the remaining schools were selected randomly, conditional on representing a wide geographical spread. These schools would not be visited but would be consulted by means of a periodic survey on specific issues which would be the same surveys as for schools in Sample A above.

The 16 studies undertaken by the evaluation team

At an early point in their deliberations the evaluation team rejected the notion of one large-scale intervention designed to catch everything. This might have been economical on 'time' and on 'visits to schools', but it would be highly unlikely to capture any clear or convincing picture of 'good practice'. In order to understand what might constitute 'good practice' in the BEP, the evaluation team attached high importance to making several visits to a limited number of schools rather than one visit to each school in the programme overall. The several visits would avoid any problems arising from unrepresentative, specially prepared, 'one-off' demonstration lessons and would enable initial ideas on 'good practice' to emerge and then to be confirmed, disconfirmed or refined. That is why the sampling procedure as already described was adopted: visits to the inner sample primary schools (backed up in due course by visits to their associated secondary schools) would yield rich information on 'good practice', while more contextual information on perceptions and attainments would be collected from the primary schools in the wider sample further supplemented by their associated secondary schools.

In order to address the two stated aims of the evaluation, it was decided to implement sixteen different data-collection studies, each with a different focus and with differing numbers of schools involved, depending on what was feasible for the evaluation group. These sixteen studies generate the main data on which the present report is based.

It is important to state, however, that before any of these sixteen studies took place, the members of the evaluation team made visits to several of the Sample A schools in order to establish initial contacts, make themselves known to the staff, talk about what the evaluation was likely to involve, and to collect such materials and documentation as the schools wished to make available regarding the school in general or the BEP in particular within the school. Where possible, the two research consultants made joint visits to these schools, in order to develop shared understandings and to exchange ideas.

In addition, members of the evaluation team familiarised themselves with the BEP in other, less direct ways, e.g. by attending, and in some cases participating in, courses or conferences which involved BEP and possibly other teachers. This proved a highly useful

procedure, since it enabled the evaluation team to learn about the BEP from practitioners talking about particular aspects of the BEP as implemented in their particular schools.

The sixteen key studies which the evaluation team undertook are set out below:

Study	Títle	Main themes	Sample	Methodology key words
1	Primary 5&6 learners' performance in class	Performance Attainments	A	Systematic observation
2	Good practice associated with P5&6 classrooms	Good Practice	A	Systematic observation
3	Secondary 1&2 learners' performance in class	Performance Attainments	A	Systematic observation
4	Good practice associated with S1&2 classrooms	Good Practice	A	Systematic observation
5	Infants and early primary	Peformance Attainments Good Practice	A	Systematic observation
6	P6 pupils' oral assessments in English	Performance Attainments	A	Assessment interviews
7	P6 pupils' writing in English	Performance Attainments	A	Scrutiny of students' written texts under controlled conditions
8	Secondary 2 students' writing in Spanish: BEP compared with non-BEP	Performance Attainments	A	Students' written composition
9	Secondary 4 students' attainments in an international external examination	Attainments	All presenting schools	Scrutiny of published results plus notes on performance of BEP candidates authorised by IGCSE Board
10	Primary 6 and Secondary 2 students' perceptions	Perceptions	A+B	Questionnaire survey
11	Primary 6 and Secondary 2 parents' perceptions	Perceptions	A+B	Questionnaire survey
12	Primary school classeachers' perceptions	Perceptions	A+B	Questionnaire survey
13	Secondary school class teachers' perceptions	Perceptions	A+B	Questionnaire survey
14	Primary school Head Teachers' perceptions	Perceptions	A+B	Questionnaire survey
15	Secondary school Head Teachers' perceptions	Perceptions	A+B	Questionnaire survey
16	BEP management issues	Perceptions	A+B	Questionnaire survey

In the opinion of the evaluation team, these sixteen studies present a substantial set of diverse data, considerably wider in range than what many evaluation studies have attempted, but all of it relevant to the agreed aims and RQs of the evaluation study. A price to pay has been the fairly small number of schools involved in some of the studies, but the evaluation team believes that the large number of studies, each of which has probed a different aspect of the national BEP in Spain, has generated interesting insights into what was actually happening and into what key stakeholders actually thought. Many of these insights would not have been possible if there had been a smaller number of studies but with a larger number of schools.

Code of practice

The evaluation team welcomed the fact that the two funding bodies attached high importance to the independence, objectivity and integrity of the evaluation. In order to realise these principles, the evaluation team committed itself to a **Code of Practice**. This is too detailed to be included in full in the present report, but some of its main features are set out below.

Examples from evaluation team code of practice

- Behaving fairly, transparently and independently, and in a consultative manner
- Minimising inconvenience when visiting schools or collecting data
- Contacting schools through an agreed procedure, in order to seek their agreement for visits or other means of data-collection
- Providing advance information in respect of visits
- Securing the prior agreement of schools for all modes of data-collection
- Maintaining anonymity, i.e. not relating any findings, or interview data or observation data, or other information to any named individual or school
- Maintaining confidentiality, i.e. not allowing unauthorised information or findings to 'leak out' into the system prior to proper publication of the report
- Ensuring the security of data, so that it does not pass into unauthorised hands
- Focussing exclusively on the aims of the evaluation
- Not promoting the cause of early bilingual education, nor seeking to represent either funding body, nor troubleshooting if problems in schools are observed.

chapter 2
CLASSROOM PERFORMANCE & EFFECTIVE PRACTICE

Studies 1-5 are all based on detailed classroom observation.

Studies 1 & 3 identify aspects of pupils' learning as exhibited in everyday classroom activity, in the one case mainly with Primary School Year 5 and 6 classes and in the other mainly with classes in Secondary 1 and 2 (ESO1&2). The illustrations offered are typical of what an evaluator heard and saw during the observation of lessons. As in most classroom situations elsewhere, some students in the lessons observed contributed more actively (or audibly) than others who were equally able but more reticent or than some who were less able. It is not assumed that the performances were 'typical' of every pupil in the lessons observed, but the illustrations are representative of the performance of pupils witnessed in interaction with their teacher and each other across the sample of schools.

Studies 2 & 4 provide evidence on the classroom practices which were associated with the types of learning performance identified in Studies 1 and 3. We use the term 'associated' advisedly; we are not in a position to claim that the classroom practices of Studies 2&4 'caused' the positive classroom performance of Studies 1&3, but they were certainly associated with them.

As has already been stated, the main focus of the evaluation at primary school level was on Years 5&6, but the opportunity was taken also to observe teaching and learning with younger age-groups, and this is reported in **Study 5**.

A note on the methodology of Studies 1-5

In all five studies, the data-collection was based on a form of participant observation that was devised so as to be appropriate for the evaluation, with the researcher participating in an observer role. The term 'evaluation', especially when applied to a prestigious national programme, can carry a heavy meaning. It was therefore considered essential to collect data in a way that was as user-friendly as possible and in keeping with the code of practice as set out in Chapter 1. It was decided therefore not to audio-record the lessons because this would have been intrusive and might have disturbed the naturalness of the setting. It was decided also not to develop a highly detailed observation schedule, on the grounds that these bilingual classrooms in Spain were for the researchers a relatively new phenomenon and it would not be appropriate to impose a detailed *a priori* system. Instead, it was considered essential for the evaluator to be 'open' to any incidents or interactions which occurred in order to gain an overall feel for the situation and then to work towards a sense of what seemed salient to the notions of learner performance and good practice.

As each lesson proceeded, the evaluator took detailed notes, including precise notes of exactly what was said by teacher or student in episodes which seemed salient.

The quotations are an exact representation of the words uttered, but use is not made of a phonetic or other form of academic research-based script. The quotes are reproduced in standard written English script. This poses limitations, in that spoken language and written language operate according to different systems, but has the advantage of being accessible to a wide readership. Soon after each lesson the evaluator converted these notes into a more coherent text and added any personal reflections which seemed appropriate, making sure that eventual readers would be entirely clear as to what was factual report and what was reflection.

These more coherent notes form the basis of the texts of Studies 1-5. Analysis of these texts plus further more summative reflections are set out in the Key Points sections which conclude each study.

In the five Studies which follow:

- the factual report is in black
- what was said by pupils and teachers is in **blue** and is placed between single quotes
- extracts from the researcher's observation notes are placed between double quotes
- personal reflections or further recollections which the researcher introduced subsequently are integrated with the text in separate paragraphs beginning with the indication **Notes**.

STUDY 1:
PRIMARY 5&6 LEARNERS' PERFORMANCE IN CLASS

This study focuses on the performance that pupils typically demonstrated in science and in language & literacy lessons by the end of the third cycle of primary education.

Introduction

The analysis is based mainly on an analysis of lessons from ten of the Sample A schools and partly on group interviews in six of the Sample A schools. During the lessons, notes were taken on an observation sheet. As soon as possible after a lesson the notes were written up in more complete form and key points were extracted which were judged to provide evidence of some aspect or other of what pupils could do in their everyday classroom interactions.

The observations of Year 5 lessons are included in the analysis and illustrations below since they provide further evidence of what pupils can achieve during the third cycle of primary education. Where the examples are from Year 5, this is clearly stated. The availability of evidence was partly determined by the timing of the visits which had to take other constraints into account.

Opportunities for listening and speaking

Most pupils were motivated and participated in some way in almost all the lessons seen. There were various examples of pupils being effectively engaged through question and answer activities in whole-class situations. However, pupils were much more likely to have opportunities in lessons to respond to, rather than give, instructions and to answer, rather than ask, questions. Although there were opportunities for pupils to interact with their teacher in almost all classes, opportunities for them to interact with each other were limited in about half the lessons seen.

In science lessons, pupils in Year 6 covered a range of topics, for example the respiratory system; ecosystems; and climate zones. Consequently, in lessons they were exposed to, and expected to cope with, a range of specialist terms including: **'pharynx, larynx, trachea; echinoderms, arachnids, crustaceans; desert, rain forest, savannah'.**

In language & literacy lessons, pupils in Year 6 covered a range of topics, including Halloween, a history of chocolate, the Tsunami of 2004 and various stories such as those of Roald Dahl. The texts they encountered covered a wide and often demanding range of vocabulary, for example: **'ghost, phantom, spectre, apparition; ladybird, grasshopper, seagull, centipede; cacao'.**

Using listening and speaking skills

Following up lessons and responding to teachers' questions

In interaction with the teacher, the great majority of pupils were apparently able to follow a lesson incorporating specialised vocabulary. They were able to cope with the teacher's questions and show understanding of concepts, for example when recapping:

(Circulatory system)
Q: 'What is the difference between the red and the blue lines (on the poster)?'
A: 'Arteries (red) carry oxygen and veins (blue) carry away harmful substances.'

(Climate zones)
Q: 'Where are the temperate zones?'
A: 'They go from the tropics to the polar circles.'

On a range of topics the pupils were able to develop and consolidate their knowledge and understanding through dialogue with the teacher.

The sense of sight

During a recap of work on the sense of sight, pupils had to explain each component part (**retina, cornea,** etc on a plastic model), for example:

T: 'What is this part called?'
P: 'The retina.'
T: 'How does it function?'
P: 'First the light enters through the pupil and reaches the retina...'

The nervous system

Similarly, pupils were expected to explain aspects of the functioning of the nervous system:

> T: 'What is the function of the nervous system?'
> P: 'It controls everything.'
> T: 'How many the cells are there in the brain?'
> P: 'Millions?'
> P: 'Billions?'
> T: 'Hundreds of billions.'
> T: 'What are nerve cells called?'
> P: 'Neurons.'
> T: 'What does the cerebellum do?'
> P: 'It controls coordination and balance.'
> T: 'What does the brain stem do?'
> P: 'It coordinates with rest of the body, it controls all the systems…'

Materials

Pupils identified cotton as a natural material. The teacher asked: **'Why is it *natural*?'** One pupil replied **'because it comes from a plant'**; another that **'it comes from cotton flowers'**. The pupils are willing to have a go, particularly boys. For example, one improvised to explain 'dry grass' (straw) was used in making bricks out of clay in former times. Another in reply to the teacher asking about a rubber band **'Where is it from?'** stated **'part of a tree'** (Y5).

The Stone Age

Pupils benefited from whole-class question and answer mode: this motivated pupils and drew out suitable contributions as in a Year 5 lesson about life in palaeolithic times:

> Q: 'What is pre-history?'
> A: 'It's a long period of time before documents existed.'
> Q: 'Why is the Stone Age so called?'
> A: 'Because everything that survives from (human activity) then is made of stone.'
> Q: 'What is the stone called that is very important for pre-history?'
> A: 'Flintstone.'
> Q: 'Where did Stone Age people live?'
> A: 'In caves.'
> Q:' Did they have permanent *addresses*?'
> A: 'No.'
> Q: 'Why?'
> A: 'Because they were nomads.'
> Q: 'How many jobs were there in the Stone Age?'

26

A: 'Two - gatherers and hunters.'
Q: 'Who was in charge of hunting?'
A: 'The men.'
Q: 'What did the women gather?'
A: 'Fruit, vegetables.'
Q: 'What do we mean when we say animals are extinct?'
A: 'They don't live any more.'

Offering explanations

The rain cycle

In a discussion about the rain cycle, pupils offered various explanations in their own words **'the water escapes from the sea into clouds. The clouds go up the mountains…** (girl); **the sun makes the water hot and it goes up in clouds.'** (boy). When pupils did not recall the precise words to explain, they were sometimes able to improvise, for example:

> T: 'What is the problem (about shortage) if there is lots of water (on the world's surface)?'
> P: 'It's *with salt.*'

The sense of hearing

From a discussion concerning the ear:

> T: 'What happens when you have a cold?'
> P: 'Mucus goes through the Eustachian tube into the middle ear.'
> T: 'How does the doctor know this if he cannot see into the middle ear?'
> P: 'He sees a change in the position of the eardrum.'

States and properties of materials

> The teacher expects the pupils to give examples of liquids, solids, gases etc; they offer: **'oxygen, nitrogen, helium, carbon dioxide'** etc. as examples of gases.

There are plenty of volunteers to provide explanations, for example about liquids:

> **'If a liquid is not in a container, it will spill (spread) out.'** (boy)
>
> **'If we pour a liquid from one container to another, it changes shape.'** (boy)
>
> **'If you put the water from the jar into the beaker, it will take the shape of the new container. The shape of the water change'** *(sic)* (girl).
>
> **'We can see that solids can be different. They have different volume and matter.'** (girl)

Types of energy

From a discussion concerning electrical and chemical energy:

> T: 'What happens in a fan?'

> **P: 'Electrical energy is converted into mechanical energy.'**
>
> **T: 'What happens in a car?'**
>
> **P: 'Chemical energy is converted into mechanical energy.'**

Physical and chemical changes:

In another class, examples of chemical changes were identified such as **'cooking, burning, fermenting'**. The class were invited to say which substances ferment. Examples given by pupils included **'milk changing into yoghourt, apples into cider'**.

An experiment followed with teacher commentary supported by cuecards:

> **'This is a powder called bicarbonate. We're going to pour some bicarbonate into the balloon. Then we pull the mouth of the balloon over the mouth of the bottle and mix the bicarbonate and the vinegar...'** (The mixture produces bubbles and gas rises inflating the balloon.)

Pupils summarized what they had seen, for example:

> **P: 'We poured the liquid (vinegar) into the glass bottle.'** (girl)
>
> **P: 'We put the bicarbonate into the balloon.'** (boy).
>
> **T: ' What did we do next?'**
>
> **P: 'We pulled the mouth of the balloon on to the mouth of the bottle.'** (boy).
>
> **P: 'We mixed the bicarbonate with the vinegar.'** (boy)

Offering statements or comments

In group discussions, the pupils generally coped well talking to a stranger in English. **Notes** taken included the following:

- "They are confident talking to a stranger and have ready understanding."
- "The pupils (…) were able to exchange personal information in a natural way."
- "They helped each other out well in English in discussion with the visitor."
- "A wide range of ability (…) all understood the visitor's questions although he had to repeat some."
- "Two pupils are very nervous but all are confident in presenting family and personal information and all ask some questions."
- "Can reel off several (consecutive) sentences on personal information without hesitation".

In some classes pupils were encouraged to take some initiative in making statements or offering comments. In a literacy class, pupils were expected to come to the front to make statements of three sentences with gaps for the class to complete using the past tense for example:

> **'I... to the cinema with my friends.'**
>
> **'I... in a football team.'**
>
> **'Yesterday I... a beautiful dog.'**

Some pupils used examples with modals. For example: **'I like to… I can… at the thing in the sky'**.

In a Year 5 literacy class:

"T returns the papers to the pupils. She asks them to look at each other's work and say why they think it is good.

On a sentence **'In Dani's concert everybody did the actions…'** a boy commented: **'This sentence is good because it has a capital letter, neat handwriting (etc)'**.

Teacher gets Pupils involved in using language for practical classroom purposes including giving instructions to each other. When one boy who has not done the illustrations for homework tries to get away with doing them in class, the other pupils are expected to tell him what he shouldn't do. Therefore another boy told him: **'Don't draw pictures in class, it was for homework'**.

In a science class, most pupils were able (with support in some cases) to explain concepts related to sound (**'volume; pitch'**) and light (**'opaque, translucent'**) and the stronger ones were able to go beyond this. For example a boy volunteered to draw a diagram to explain **'angle of incidence'** and **'angle of reflection'**. A girl could provide substantial explanations without hesitation:

> **'We know that light travels in straight lines because… behind the opaque object, you cannot see the light, only the shadow. When you put a bottle or glass in front of a source of light, the light travels through it.'**

It is worth noting that the girl who provided the above comment has a first language which is neither Spanish nor English.

Some pupils were able to use English effectively in more flexible situations, for example:

> "(pupils contributing ideas from previous lesson) **'nutrients pass through the circulatory system; oxygen travels through our bodies and reaches every part.'**"

> "(Feedback from subgroup (two girls, one boy) on the desert as an ecosystem.) Pupils, particularly the boy, managed sustained sentences without the need of notes. Pupils helped each other out in a mature way using English.

> Second subgroup (three girls) on the rainforest. Girls use a visual from a book, not reading from it but talking about it. Pupils make a few slight errors, e.g. **'support'** for **'sustain'**".

Quality and accuracy of language

Although pupils' capacity to communicate in a range of situations was the main focus of observations, the quality and accuracy of the language used were also monitored. It would be unfortunate if concern for accuracy were to inhibit pupils' willingness to communicate, but accuracy is needed if their linguistic resources are to be developed further and they are to cope with more demanding situations.

Pronunciation

(In a group interview) "Errors of pronunciation tended to focus on specific sounds such as **'my job'**. A frequent mistake was the 's' and 'sh' sounds e.g. pronunciation of **'shopping'**. Some specific sounds and intonation of about half the group make it harder for an English native speaker to follow without a knowledge of Spanish".

Certain combinations of consonants present difficulties for Spanish-speakers. In one class for example the fluency of reading and accuracy of pronunciation, e.g. **'clothes, whole'**, varied greatly. This kind of familiar difficulty is reflected in the pronunciation of the past tenses in English, for example: **'worked, honoured, walked (èd)'**.

Although intonation is usually acceptable and does not often seriously impede understanding, the stress can be misplaced, particularly on 'technical words', for example: **'retina, transparent, miniscule'**.

Vocabulary

In some respects, coping with general vocabulary was more of a problem than scientific terms.

(In a group interview) "Some uncertainties, for example seeing **'babies'** as synonymous with **'children'** (Question to interviewer: **How many babies do you have?**")."

In another school, a boy who said **'asignatura'** was immediately corrected by his peers. The pupils interviewed could explain the game of handball to the visitor who did not know the game, but none knew the word **'goalkeeper'** in English, although all were enthusiastic about football.

Syntax

"Pupils are asked to make two New Year resolutions each (one affirmative, one negative) relevant to school or home. Examples:

'I am going to: 'behave in class'/'study more'/ 'help my mother at home'.'

'I am not going to': 'play with my Playstation 2 all day'/'eat so much chocolate'."

"During the class reading of a story, the teacher interrupts occasionally to ask pupils at random to put statements heard in the story into the negative, for example: **'He wasn't', 'she didn't'** etc. Most pupils get these right but mistakes like **'She not was...'** do occur."

"Pupils were invited to ask questions which they do willingly, although the question forms and word order are not always correct, for example **'It has to be a glass bottle?'**."

(In group interviews) "Difficulties in use of (past) tenses: four pupils were comfortable using past tenses, three uncertain. (The tutor said afterwards that he was rather concerned about their insecure use of tenses in unpredictable situations.)."

"(Apart from the boy with an English father) their grasp of tenses varies - tendency to use the present for past and (perhaps more understandably) for the future."

"(In a group interview in another school) All were secure in past tenses except for one boy who said **'last week I go'** (corrected immediately by his peers)."

Errors occurred in marking the past tense, for example, **'injur(ed), escapèd'**. In the spoken language, these may be due to flawed pronunciation (see above) rather than to lack of grammatical knowledge.

Use of the definite article can be over-worked, for example:

'I do the homework, the training.' (past)

'After the school I go.' (future)

Pupils can be uncertain also about the choice of prepositions, for example:

"The teacher expects pupils to be precise. For example, a pupil offers **'the camel has a hump'**.

The teacher prompts: **'Where?'**

A pupil rephrases: **'The camel has a hump in the (*sic*) back'**". (Y5)

P: **'S is going to explain you'** (*sic*).

P: **'I go to play tennis at (name of town)'**.

Conclusion: Pupils' classroom performance in Primary 5&6

The lesson notes obtained for **Study 1** focusing on the classroom performance of pupils in Primary 6 reveal a good general participation in class and intellectual engagement with subject matter, with no obvious observable evidence of pupils falling behind or becoming alienated. Given that these are 11-year-old children, there is a confident command of technical vocabulary in respect of several different aspects of science, and also of English-language structure, revealing an ability to produce extended utterances and not just single-word responses. Pupils generally show ease of comprehension of their teacher's spoken utterances. The target language (English) indeed seems well-integrated into the learning of both science and English, in keeping with the first aim of the BEP. There does not seem to be any obvious loss of learning of subject-matter as a result of learning science through the medium of English.

Pupils were able to express a wide range of language functions which reflect the discourse of science lessons, e.g. giving reasons; giving explanations; defining or exemplifying concepts or terms; expressing if-then relationships; describing sequences of action; describing functions of organs or objects; describing what things are like; expressing necessity; expressing how elements combine. There are some errors in English language but these seem to be largely developmental and are largely over-ridden by the positive things which pupils can already do in English in their science lessons. When errors are made there is recurrent evidence of helpful and corrective feedback being offered by other members of the peer-group.

STUDY 2:

PRIMARY SCHOOL 5&6 GOOD PRACTICE IN CLASS

In **Study 1**, the focus was on what Year 5&6 pupils could do in class towards the end of their primary school education. **Study 2** draws on the same lessons but focuses on the classroom practices which seemed associated with these pupil outcomes.

Introduction

Whole-class teaching was the predominant teaching style adopted, although there were significant exceptions. However, the predominance of the whole-class mode did not necessarily mean that the teaching was narrowly 'didactic'. Features of the most effective teaching included: careful (short- and sometimes medium-term) planning, a good rapport with pupils in an orderly but relaxed atmosphere, and an ability to spot a key learning point and use it for the benefit of the class as well as the individual. Questions were well pitched to take account of the range of ability in the class and to draw out answers from pupils' underlying knowledge (particularly in science). There were examples of paraphrase, analogy and visual material being used well for this purpose.

In science good use was made of simple visual aids, there was successful group work based on thoughtful organization, and evidence of some differentiation in lesson planning. In language & literacy, the teachers showed due concern for accuracy of language, particularly where it affected meaning/understanding, but did not pursue this concern in a way that inhibited or demoralised pupils when they were using English willingly in class.

Lessons were usually well prepared with links to prior learning and with content sequenced to deliver the objectives, although in about a third of lessons objectives were implicit rather than explicit. Teacher's explanations were clear and pupils understood what they had to do. In about half the lessons progression could have been strengthened and plans for the following lesson made more explicit.

Effective practice was reflected in a number of ways: in the organisation of group work, providing 'hands on' experience, the approach to prompting and correction, linking language and content in teaching points, and the judicious use of Spanish to support, but not replace, teaching through English.

The text types encountered by pupils were usually printed information texts. Recorded audio or video texts were rarely encountered, so that the voices pupils heard were predominantly the familiar ones of their own teachers.

Group work

There were examples of successful group work based on thoughtful organization.

In a science lesson, the composition of groups was drawn up by lots in order to produce different mixed groups in each lesson. The investigative tasks for each group were clear, the pupils knew the time available (8 minutes) to complete them for plenary presentation, were allowed access to reference books and completed the tasks on time.

"Group 1 (2b, 2g)

Pupils have to take turns in joining up three elements on a board: scientific term, definition, picture. A wired circuit (battery-powered) lights up when correct connections are made between the elements. Pupils have to log their attempts and successes so the teacher can check later how each is coping.

Examples of definitions:

'The large part of your brain that helps you to move and remember' (cerebrum)

'The part of the brain below the cerebrum' (cerebellum)"

Pupils are encouraged to discuss their work with each other provided they do so in English. For example, in a language & literacy class, pupils asked questions in English to clarify a mime on the Halloween theme to identify a character or book or film such as **'A vampire'**, **'Ghost Busters'**, **'The Worst Witch'**, **'I Know What You Did Last Summer'**.

In another class, the teacher read a summary of 'The biography of Harriet Tubman' twice and then:

"Pupils are asked to note keywords only (it is meant to be comprehension, not dictation) and then share notes in English with their group. Teacher circulates and helps pupils to conflate their findings, getting them to complement their notes with details spotted by others.

Notes from separate groups are combined and compared with those from the whole class to build up a picture e.g.

'… was married at age 24;'

'1861-1865 – helped army of the North against the army from the South;'

'(later) started a school for black children.'

Pupils showed a range of performance in note-taking – a demanding exercise for pupils of this age. Their notes ranged from half a page to one sentence."

In a Year 5 science class, work on vertebrates and invertebrates was consolidated first by groups presenting to the class through a spokesperson posters from a previous lesson (e.g. **Sponges: 'they live in the rocks in the sea, they are not symmetrical, they filter nutrients from the sediment…')**, and then by further group work involving definitions and classification:

"Group work shows evidence of: clear expectations, instructions well presented, groups well organized. At each stage output from group work is checked and reviewed with the class.

Read and match: Pupils have to match definition to **'exoskeleton, arachnid',** etc.

Pupils have to work out whether particular animals are vertebrate or invertebrate **('panda, snake, dragonfly'**, **etc.)**.

Pupils have to classify groups of animals into proper category e.g. mammals, reptiles, (in)vertebrates. (Some pupils not afraid to ask visitor in English for help).

Pupils have to choose an (in)vertebrate to describe to the class.

There is assessment of descriptions by teacher, trainee and peers.

Aggregated results for 4 activities for each team recorded on a grid."

Notes: "A well organized lesson conducted at brisk pace, well managed to keep all pupils involved. Teacher has presence, does not allow pupils' concentration to become eroded, pupils worked well together throughout. Pupils showed good understanding of content and language. They speak with some confidence, generally pronouncing clearly.

Teacher is firm, but pleasant. Has very good English and speaks naturally, but can model it when accuracy needs improving. Appropriate content jointly planned with science teacher who is present to help with group work."

Hands-on experience

Good use was made of simple visual aids.

For example, a model of a skull was used with the **'brain'** lifted out. The teacher explained that the parts of the brain operate like a team, but there are some key players (parallel made with football). Questions used simple examples to draw out understanding:

T: 'Hypothalamus – it operates like a thermostat. Do have one at home?'

P: 'Yes.'

T: 'What does it do?'

P: 'It (the hypothalamus)normally keeps the body temperature at 37°.'

T: 'How small is the pituitary? Like a bean? P: Like a lentil. T: You're getting very close. Think of green. P: A pea.'

Science Year 5: "Literally a 'hands-on' lesson with the teacher providing samples of material (e.g. leather, paper) for pupils to handle and examine. She gets pupils to work out what **'natural'** means in this context: they arrive at the provisional definition that it means **'material from animals or plants or out of the ground, whereas 'manufactured' materials, such as plastic, involve some kind of processing.'**

For example, the teacher holds up some **wool**. A pupil suggests it is **'cotton'**. Teacher says **'No, it comes from a creature with four legs'**. Several pupils chorus: **'Sheep'**. Other pupils point out that **'sheep are not green!'.** Teacher replies the wool is dyed and asks what the natural colour of wool is. Pupils offer **white or grey**. The teacher has high expectations reflected in nuances of meaning and suggests e.g. **'whitish, greyish'.**

The teacher then asks **'Who can tell me which objects around the classroom are made from underline natural materials?** Pupils produce a book **(Q – 'Is it all natural? – what about the spiral-binding?')**, and pin board (cork)'.

The same process is repeated more quickly identifying **'manufactured materials'** around the room. This leads on to further discussion of materials, such as **'pencil sharpeners'**, which are made out of more than one material.

34

In a recap at the end of the lesson, the definition is agreed that **'natural materials are from animals, plants, or from the ground and manufactured materials are made by humans processing natural materials'**".

In another school, pupils were motivated by a Year 5 lesson on the **'circulatory system'** which involved a **'doctor'** taking the pulse rate of various **'patients'** before and after they had been sent for a run. A table of results from different **'patients'** was then drawn up and discussed.

Linking language and content

Pupils' progress was enhanced where the teacher provided them with a stimulus to offer more sophisticated and accurate language.

Science Year 6: "The teacher asks for repetition for reinforcement, and moves forward pupils' utterances by encouraging the use of additional language, particularly adverbs or adverbial phrases e.g. **'more often, so much, better'**".

Language & literacy Year 5: "The teacher shows pupils pictures and pupils have to offer a sentence on each one. Her expectations are high and she expects them to lengthen sentences by adding (say) adjectives or adverbial phrases where they can, for example: **'The camel is walking in the <u>hot</u> desert <u>in the afternoon</u>'**".

Science Year 5: "The teacher supports her commentary on the experiment with cue-cards of key language. She draws attention to the importance of verbs which are colour-coded differently from nouns".

Science Year 5: "The teacher is keen for pupils to retain specialist vocabulary and refers to **'The Flintstones'** as a mnemonic for **'flint'**".

Language & literacy Year 5: "The teacher makes a point of choosing words for tests and reinforcement from material covered in the past week in language & literacy and science. The tests require a demanding level of understanding of English grammar (e.g. verbs: **'burn, bring, bend, build' etc**) and vocabulary (**'sticky, congratulations, delighted, evidence'** etc)."

Language & literacy Year 5: "Sentences are pooled by the class on the board and teacher draws out grammar points focusing on the present continuous, such as **'sit/sitting; put/ putting; touch/touching'**. Teacher plays close attention to spelling and pronunciation, for example **'ta<u>lk</u>ing/ wa<u>lk</u>ing'**".

Science Year 5: "The teacher prompts the class about an experiment about chemical change simply by asking **'next?', 'finally'** etc. and only offers the answer if the pupil is stuck. A girl commented **'Finally the gas goes up into the balloon and...** (teacher)... **the balloon inflates'**".

In a lesson about reviewing work on the digestive system, the teacher used sustained probing to check understanding of the topic and the pupils' grasp of language to talk about it. Cards were given out referring to terms of parts of the digestive system: **tongue, teeth, large intestine,** etc. The teacher asked the class to explain the process in response

to questions but gave pupils the responsibility for working out the correct sequence, for example:

> **'What comes first?'**
>
> **'What comes next? '**
>
> **'What does each part do?'**
>
> **'What is the role of saliva?'**

The teacher linked the explanations to health issues. For example,

> **T: 'Is the stomach (always) in the same position?'**
>
> **P: 'No.'**
>
> **T: 'How long does food stay in the stomach?'**
>
> **P: 'For two hours'.** (T then explained one should not go swimming for at least two hours.)

The teacher then took another tack: **'This organ is about seven metres long. What is it?'** A pupil explains it is **'the small intestine'**. At each stage the teacher got the class to volunteer statements about what happens, prompting as necessary (e.g. **'What happens then?'**):

> **P:'The food goes into the small intestine and starts absorption.'**
>
> **T: 'An important organ helps?'**
>
> **P: 'The pancreas.'** (T then explained the function of the pancreas.)

The teacher asked what function the oesophagus has:

> **P: The oesophagus passes the food to the stomach.'**
>
> **T: 'What shape is it?'**
>
> **P: 'It's like a tube.'**

The final part of the lesson was used to check on (un)healthy eating. Pupils had to volunteer principles (expressed through modal verbs) learnt through recent lessons. For example:

> **'I must eat more breakfast'**
>
> **'I need to eat more fruit and vegetables (5 pieces a day'); to drink more water (8 glasses a day').**

Prompting and correcting

The teachers showed due concern for <u>accuracy</u> of language, particularly where it affected meaning/understanding, but did not pursue this concern in a way that inhibited or demoralised pupils when they were using English willingly in class. For example, one teacher, revising time expressions such as **'on Thursdays'**, **'every day'** etc. to indicate routine activities, focused on the need for pupils to understand <u>why</u> a particular form is correct. In another school the teacher kept a log of mistakes to comment on later, particularly where these involved exceptions.

In another school, in a lively lesson about **'Charlie and the Chocolate Factory'**, the teacher used exposition to stress, for example, the distinction between **'write'** and **'wrote'**, and gave analogies to illustrate pronunciation, for example **'b**u**s'/'b**u**cket'**. However, for the most part she involved the class naturally in checking and correcting language within the flow of the lesson:

> "Pupils were expected to spot 'deliberate' mistakes which were used as teaching points for example, **'Grandpa (sic) Georgina'**.

Efforts were made to consolidate and extend vocabulary, for example, **(T) 'Who can tell me what word we use for mother and father together? – (P) Parents (T reinforces: not** *Fathers***')'**.

Stress pattern of **'ch**o**colate'** demonstrated and then drilled for practice **'I like ch**o**colate.'**

> T: **'What do we need if seven people live in a house?'** Teacher writes rooms on board. Keeps an eye on detail, for example, pointing out **'only two letters t in** *toilet***'** and then getting pupils to make it plural. Saves up errors for correction rather than interrupt flow of class. **'Don't worry about the spelling just yet'**.

Teacher usually got pupils to work out corrections where possible. **'How many 'o's do we need for an 'oo' sound?' What's wrong with '(***sic***) siting-room'?**

> T: **'Did they sleep on the floor?'**
> P: **'Yes'.**
> T: **'Directly?'**
> P: **'No, on a mattress.'**
> T: **'Do you know what a mattress is?'**
> P: **'A large mat? Perhaps, more like a small carpet?'"**

Use of Spanish to support teaching

There was sometimes a tendency for pupils to use English less often than they should. One school had made a conscious decision to revisit repair strategies because older children in the school apparently tended to speak less than they used to. Repair strategies revisited included:

> **'Can you repeat?'**
> **'What is X in Spanish?'**
> **'What does Y mean?'**
> **'How do you pronounce it?'**
> **'May I...?'**

For reinforcement, a class had to write individually two exchanges involving question and answer and illustrate e.g.

> **'Can I borrow (it)?'**
> **'Yes, you can/Of course you can.'**

'How do you spell it?'

'I don't know/I can't remember.'

Although the teachers stuck to English virtually all the time and expected pupils to do the same, learning could be enhanced where the teacher had a command of Spanish and exploited this judiciously, for example referring to the Spanish equivalents of key terms:

Science Year 6: "The teacher delivers the lesson in English but offers Spanish equivalent or invites pupils to offer equivalent of key terms, particularly where they are not cognates e.g. **'stream' = 'riachuelo'; 'fresh water'= 'agua dulce'**."

Science Year 5: "Teacher explains the functioning of the middle ear, getting pupils to identify **'cavity'** etc. Spanish synonyms are referred to where appropriate.

'A very little bone called the 'hammer' touches the ear drum.'

'Do you know what a hammer is?' (Pupils not sure).

'It's a tool we have in our homes we used to drive things in... ('martillo').'

'The hammer touches the eardrum at one end and the other touches the anvil.'

'What is an anvil?' (Pupils not sure)

The teacher reminds them of a recent medieval market in which a man was working with iron in order to convey the idea of an anvil. The teacher asks for the Spanish word just to make sure they all understand – **'yunque'**".

Language & literacy Year 6: "The teacher explains **'I am (not) going to...'** structure in Spanish for those who are not sure but reverts to English once the concept is understood".

Language & literacy Year 6: "The teacher's knowledge of Spanish is very useful e.g. a boy comments (on a photograph of Harriet Tubman): **'She is a *monja'*** and the teacher responds **'No, she's not a nun'** without interrupting the flow of English".

Quality and accuracy of teachers' English

In all the schools pupils were taught by a mixture of native speakers of English and Spanish natives who had studied English to a high level and/or had had a substantial period of residence in an English–speaking country.

The Spanish teachers of science usually spoke English well with sound syntax and usually without strong accents, although some were more confident and fluent than others. The mistakes they made were usually lexical or morphological, occasionally syntactical (e.g. word order) or involved pronunciation/intonation, for example:

Lexis/Morphology/syntax

'We are going to make a revising (*sic*) for this unit.'

'advice<u>s</u>' (for plural of advice)

 'What for do you need energy?'

'makes <u>that</u> the hammer <u>starts</u> vibrating

(the hammer) hits <u>on</u> (the anvil)'

Pronunciation

'vital functions (short vowel)'; 'carbon dioxide (ee)'

'<u>s</u>weat (sh)'; '<u>s</u>heets (s)'

'interpr<u>e</u>t '; 'appropri<u>a</u>tely (stress)'

Such mistakes did not impede understanding, but pupils need an accurate model to emulate, at least in the case of language central to the topic being studied, and to support the development of their capacity to communicate effectively.

A science teacher whose English is very secure took the trouble to emphasise the importance of correct endings, for example **'protect - protec<u>ted</u>'**, as in **'the lungs are protected by the ribcage'**. In another case, the science teachers saw their role as complementary to that of the language teachers. For example, they mark science tests for content so that understanding is rewarded, but small unit accuracy is monitored and corrected subsequently in language & literacy lessons.

In many cases, language & literacy lessons are taught by native speakers of English, but there are cases in which they are taught by native speakers of Spanish with appropriate experience and expertise. Their English is good and they make very few mistakes, as in the following **Notes** extracts:

"Teacher has good English, accurate, fluent with good pronunciation."

"… English is fluent with just a few lexical and pronunciation errors. Some 'cultural' issues need explanation e.g. **'clothes shop/boutique; newsagent's/quiosko'**. Main (occasional) syntactical mistake concerned word order (e.g.) **Do you know what's that?"**

Use of ICT

The pupils interviewed in groups reported limited use of computers at school. There were limited examples of the use of ICT in lessons, although use of the Internet had been increasing in the last two years. The quality of planning was a key factor in the ICT lessons seen.

For example, in a Year 5 science lesson the objective was to find information according to **'Atlantic/Mediterranean/Subtropical/Continental climate for fauna or flora'** and pupils had to complete in pairs a different box (for example **'<u>Flora</u> in a <u>continental</u> <u>climate</u>'**) on a worksheet with a view to pooling information later. Unfortunately, limited progress was made because the implications of the task had not been considered with sufficient concern for the linguistic and information issues involved. Pupils had to too many sites to search and the entries found were often too dense in information and academic in style.

In contrast, a Year 6 language & literacy lesson exploring the origins and history of chocolate was more successful. An initial brainstorming produced a wealth of words including **'cacao, white/ brown (=dark), hot, snack, ice cream, bar, liquid, melted'**,

and some related notions were explored e.g. **'Where is cacao from? What do they do with the beans?'** A single website was chosen in advance by the teacher so that pupils spent time scanning text and using their reading skills rather than surfing. Although some pupils needed more support than others, it provided appropriate challenge. Higher attainers showed they could cope with continuous text and write relevant answers.

Conclusion: Good practice in Primary 5&6

The teachers involved in **Study 2** exemplified an impressive range of 'good practice' teaching strategies. We have not sought to analyze these into fine categories but present them in two groups. Both groups consisted of good practice strategies which involved the use of English as target language. One group consisted of strategies relevant to good teaching in general; the other group consisted of strategies specifically focused on language forms.

Good practice strategies: Language used for GENERAL TEACHING	Good practice strategies: Specific, though not exclusive, focus on LANGUAGE FORM, FUNCTION AND DISCOURSE
• Keeps all pupils involved in the lesson • Checks pupils' outputs • Is willing to collaborate with colleagues • Is firm but pleasant • Uses visual aids • Gives clear explanations of what pupils are to do • Reviews pupil outputs with the whole class • Gives clear guidelines for use of ICT in class • Exudes 'presence' • Keeps pupils' attention focused • Avoids spoon-feeding • Presents tasks in a clear and interesting way • Keeps a log of mistakes for subsequent comment • Chooses websites which are appropriate and comprehensible • Helps pupils work out their own solutions	• Helps pupils focus on linguistic form as well as function and meaning • Pays due attention to accuracy, especially where meaning would otherwise be compromised • Introduces deliberate mistakes for pupils to identify and correct • Helps pupils focus on key words • Helps pupils develop clear definitions • Helps them describe the properties of things • Helps them make contrasts, e.g. … whereas … • Helps them develop robust classifications • Helps them develop use of the passive voice, essential for science • Pupils have to extend their utterances by using additional vocabulary • Colour-codes in order to highlight particular types of word, e.g. verbs • Allows judicious use of Spanish

We cannot claim that strategies such as those listed above were the direct cause of the impressive learner performance which is set out in Study 1. What we can claim with certainty, however, is that these strategies were recurrently observed in

Study 1 lessons which had impressive learner outcomes, and so at the very least there is an associative relationship if not one that has been demonstrated to be causal.

It is worth noting that, regardless of whether the lessons were science, language & literacy or other, the teaching was focused on language as well as on subject content and skills. If we take science, for example, learning to 'do' science did not just mean learning to do experiments; it also meant learning the vocabulary and the discourse of the language of science, hence the importance, for example, of getting definitions and classifications right and of learning the use of the passive voice. In the language of current language-teaching research, there was ample 'focus on form' as well as focus on meaning and function.

STUDY 3:
ESO1&2 LEARNERS' PERFORMANCE IN CLASS

Introduction

In the first two years of secondary school education, students' comprehension is challenged in new ways. They study a wider range of subjects through the medium of English, for example, geography and history are more often taught through English, and new subjects are added, such as technology and PE. Within subjects, the linguistic challenge is increased as students are required to study a wider range of topics and in more depth. In science, for example, they have to understand more complex concepts and phenomena. The examples which follow are mainly from Secondary Year 2; where they are from Secondary Year 1, this is indicated.

Opportunities for listening and speaking

In a lesson about human fertilisation, students had to understand the menstrual cycle and its implications for birth control, the causes of multiple births, the development of the foetus during pregnancy and the relevance of different blood groups.

In the study of ecological systems, students had to classify animals in terms of **'predator'** and **'prey'** and justify their conclusions, cope with specialist terms such as **'carnassial'**, and appreciate the particular distinction made by ecologists between **'population'** (the number of a particular species in the same place) and **'community'** (all species within an ecosystem).

In a range of subjects, students have to be sure of definitions and differences, for example between **'climate'** and **'weather'**, **'precipitation'** and **'rain'** and **'coin'** and **'currency'**. In dealing with the weather (Secondary 1), students were at ease with terms such as **'stratosphere'** and **'troposhere'**, **'alto-cumulus'** and **'cumulo-nimbus'**. Similarly, on work on **'geothermal energy'**, they were challenged to understand the difference between (say) **'igneous'** and **'metamorphic' rocks**. In a lesson analysing sound, students had to

understand the precise terms **'amplitude'**, **'pitch'** and **'timbre'**. In technology, students had to be able to explain the difference between **'series and parallel circuits'** and use formulae and notation to carry out calculations through the medium of English.

In a history lesson on the feudal system, students had to be able to identify (say) **'baron'** from clues such as **'tenants in chief'**, **'given land in return for loyalty'** and **'providing the King with money and an army'**.

In a geography lesson on demographic transition models, students had to cope with the specialist terminology of demography and with open-ended questions such as 'what can governments do to **'increase natality'** and **'reduce mortality'**.

In an English lesson, students had to spot nuances in language, identifying the differences, for example, between **'grunt'** and **'snarl'** and **'squeak'** and **'screech'**.

In an outdoor PE lesson, students had to understand first time quite complex instructions for working in teams and to organise themselves without fuss. The instructions involved getting all the footballs to the other end of the pitch against challenge; a relay-dribbling the ball to the far end and halfway back, passing from the halfway line to a teammate to finish; and two students racing to the far end to win one point for getting the ball and two for getting back to their own line without losing it to the opposition.

Using listening and speaking skills

Providing explanations

Students demonstrated that they could provide their own explanations in dialogue with the teacher or with each other, for example:

> **Q: 'What is fertilisation?'**
> **A: 'Fertilisation is the joining together of the sperm nucleus with the egg cell.'**
> **Q: 'Where does it take place?'**
> **A: 'In the first part of the Fallopian tubes.'**
>
> **(Owls as predators) 'They can see in the dark, they can rotate their head, they have very good hearing and sharp feet** (sic)'.

Students also showed they could conduct and discuss experiments in English and then feed back to the class.

Sound

"Groups were given bottles containing varying amounts of water. Each group had to study three bottles and agree hypotheses about how the sound would change according to the amount of water in each bottle to be struck. Hypotheses were clearly written in English. These were subsequently checked in the experiment for feedback about the results in plenary. The students observed the ground rules and discussed experiments with each other in English."

Acids and alkalis

"The teacher had prepared and distributed a range of samples: **'lemon, juice, coke, vinegar, bicarbonate, milk, water'**. Through question and answer, he got students to hypothesise about what kind of substance each pair had been given. Students in pairs then tested their anonymous substances by dipping paper indicators and reading off Ph numbers, and/or by taste or smell –where appropriate– and discussed this in English. Effective discussion of hypotheses and results through question and answer followed in plenary."

Elements and their properties

In another science lesson, students engaged with enthusiasm in a question and answer session with the teacher as a prelude to more independent speaking. For example,

> **Q: 'Can you describe the smell?'**
>
> **A: 'It's repulsive and smells like rotten eggs!'**
>
> **Q: 'Can you tell me something about mercury?'**
>
> **A: 'It's toxic and therefore must stay sealed.'**
>
> **Q: 'What is the difference between a mixture and a compound?'**
>
> **A: 'A mixture can be returned to its earlier state.'**
>
> **Q: 'What is the process called when we turn a solid into a gas?'**
>
> **A: 'Sublimation.'**

The dialogue then proceeded in a more open way:

> **Q: 'Who could tell me something about, for example, polonium?'**
>
> **A: 'Its symbol is Po, it is number 84 in the periodic table. Its mass is 209. It is highly radioactive…'**
>
> **Q: 'Who could tell me something about uranium?'**
>
> **A: 'Uranium is very toxic (but) it is used in many production processes. Its symbol is U.'**

> **Notes:** "All students showed interest and contributed something. They showed good understanding, spoke clearly with good pronunciation and were willing to listen to each other. In the open-ended situation, the stronger students showed they could reel off statements based on their studies, consisting of up to 10 well constructed sentences in English without notes or 'parrot' memorisation and with little hesitation."

Coping in an interview

In a language & literacy class studying *Kensuke's Kingdom* by Michael Morpurgo students rose to the challenge of coping 'in the hot seat'.

"In each of seven groups, 'journalists' prepared questions for the **'Kensukes'**, whilst the latter reflected on what they might be asked in the **'hot seat'** where they would

be allowed no notes – the teacher had made the ground rules clear: **'If you don't know, you have to improvise'**. The students demonstrated that they could organize group work in a mature way, design appropriate questions to ask and, if in the 'hot seat' themselves, cope by improvising where necessary. In each group, three **'journalists'** asked 'Kensuke' questions for him (her) to respond to in character.

Each interviewer had prepared 6-10 questions. The **'Kensukes'** were in the hot seat for 10 minutes and acquitted themselves well, in some cases stringing together six-sentence replies without hesitation. Good use was made of past tenses and connectives."

Improvising

There were examples of students improvising or using English spontaneously in various contexts.

In a history class, students had to explain words in the text on the spot and showed that they could improvise. For example, a **'raider'** was described as **'a person who takes things without permission'**; a **'tapestry'** was described as **'a carpet used for decorating the walls'**.

In a science lesson, a boy put on the spot by the question **'What is an earthquake?'**, responded with **'a sudden movement of the earth'**.

In another school, students in a language & literacy class improvised to explain, for example, **'copper brown' (colour of copper), and 'wispy hair' (individual hair).**

In a social science lesson, a boy, when asked what **'distribution'** meant, offered **'they (the suppliers) spread it'**. Asked by the teacher to be more specific, after reflection, he said **'they transport goods to other customers, to other factories'**.

In language & literacy class, some students showed they were able to put arguments on the spot, for example the case for allowing mobile phones on transport: **'If you are travelling by train or whatever and one of your family needs to get in touch urgently...'** The students were willing to offer opinions on most things. For example, in reply to the question **'Is a Play Station a waste of time?'**, a spontaneous response was **'For me, it's a silly thing'**. When someone claimed not to know an answer, others offered spontaneous comment such as **'You do know what it's about, don't be silly!'** The teacher did not discourage banter, so when she pretended **'I've never seen a Play Station'**, the spontaneous response was **'I'll lend you one!'**.

In a history lesson the students (Secondary Year 1) recapped with the teacher a unit on **Ancient Egypt**. They were expected to give answers in full sentences, and to draw upon their linguistic resources, where they did not know the exact words, for example:

> **'A pyramid is a place where they buried the Pharoahs.'**
> **'They have tombs but I can't remember what they are called.'**
> **'They are polytheistic - they believe in many gods.'**
> **'They believe in life after death.'**

'He (the Pharaoh) has absolute power which means he controls all the people in the city.'

'If people don't do what the Pharoah says, the Pharoah does something bad (to them).'

'A functionary (civil servant) is someone who is paid by the government.'

'(Nobles)... they can be veterans of war or friends of the Pharoah. He gives riches and land to the nobles.'

'(Who were the slaves?) The slaves were prisoners of war.'

'The women did domestic things. They had no legal status.'

Presentations

In a language & literacy lesson in another school, a girl and a boy did presentations on a subject of their choice to the class.

"Presentation 1 on her experience of the BEP, particularly in the early days: she began at age three, found it easy at first, because it involved saying simple things about colours, animals, and own age. Went on to describe some of the teachers she had had for example **'a good person', 'a lovely person'**. She offered a personal view **'in my opinion, the bilingual education programme has been useful until now...'**

She spoke for three minutes without notes. All other students had to ask questions about her presentation, for example:

'Is the programme hard?'

'Do think you will continue with the programme?'

'Did you think this topic would be hard to speak about?'

'Do you prefer English or American people?'

'Do you prefer X or Y (schools)? What do you like most about the programme?'

'Would you like the opportunity to go to the United States or England?'

'Is it more difficult to follow American English (than British English)?'

'What is your favourite bilingual subject?'

The presenter offered a range of views on the spot, for example, **'I like more (*sic*) history, because it is easy for me, and on the other hand, I like English because we do a lot of activities'. 'I don't (always) like science, because I don't like rocks etc... (I find) the human body is more interesting'**.

Presentation 2 on **'Do you think money brings happiness?** The student (male) spoke for two minutes without notes, was much more hesitant but tried to tackle this more discursive topic: **on the one hand..., on the other hand...; my opinion of the (*sic*) money is...** Questions to him included:

'If you had a lot of money, what would you do?'

'If you were offered money to leave your family, what would you do?'

'If you were rich, would you give money to poor people?'

The students were fully involved in listening to and asking questions about the presentations and remain engaged to the end. There were even complaints that not all of them had had time to ask a question about the second presentation."

In another school, students presented to the class biographies of famous women in history such as **'Sapho, Ada Byron, Wangari Maathai, Sofia Kovalevskaya'** and **'Margarita Salas'**. Most used the data projector with short texts, captions and illustrations. Although the quality of oral production varied, all spoke for 3–5 minutes and presented relevant information in a coherent way. None read his/her presentation, although some were more likely to refer to the text than others. One boy spoke throughout confidently without notes and one girl barely referred to hers, simply making reference to captions on the screen to reinforce points.

Quality and accuracy of students' language

The students generally spoke accurately and fluently and in most cases without very hispanicised accents.

Mispronunciations were usually influenced by Spanish, for example **'(e)strontium, (e)school, (e)start; claws, cubs; radium, potassium , amazing; lithium, marchioness'**.

Some mispronunciations partly reflected wrong cognates or misspellings, for example **'Noruegan, fetus'**.

Mispronunciation was most noticeable when students were reading aloud, for example:

> **Notes** "'Reading aloud not always clear – partly a question of expression, partly a question of accent/mispronunciation (e.g. **'height/hate'**)'. Lack of clarity would present a problem for a listener who was not used to Spanish intonation."
>
> "Intonation quite often impeded, though it did not prevent, comprehension in conversation. Uncertainty about stress patterns was not helpful in this respect, for example **'activist', 'Florida'**."

Errors occurred in morphology or syntax, perhaps most often in the use of past tenses, for example **'has/had'**; **'locate(d)'** or **'he redistribute(d) his inheritance'**. This is of course often linked to unclear pronunciation, for example **'he walk(ed)'** v. **he walkèd**. (See also Study 1 above)

Word order with 'does' sometimes presented problems. When not concentrating, some students tended to drop the subject pronoun, particularly with the verb 'to be', (for example **'(He/she) is a + noun')** under the influence of Spanish in which the verb usually marks the person.

Some errors perhaps occur more frequently in Secondary 1 than in Secondary 2, for example:

> "(students) cope with the English equivalent of tenses without hesitation, and errors are of pronunciation or morphology (for example, run - runs) rather than syntax (although **'if you have/had'** is not clear to some, and use of (definite) article

uncertain). Questions are usually formed correctly but some aberrations, e.g. **'Do you are? - - - Are you?'**

"Responses are generally accurate, but with some slips on subject pronouns (with occasional confusion between 'him' and' her') or omitting the definite article".

Quite often students in Secondary 2 are able to correct themselves or each other:

"some students can self-correct on the spot e.g. 'gets not pregnant' **- - - 'doesn't get pregnant'**."

"The students were also able to correct themselves and each other, for example the pronunciation of (say) **'Vikings'** or **'fought**."

"(errors) include beginning English statements with 'that...'[1] and occasional individual syntactical aberrations. For example, **'How is wolf write?'** Corrected by other students **'How do you spell 'wolf'?'**"

Conclusion: Students' classroom performance in Secondary 1&2

The learner classroom performance in Secondary 1&2 as set out in Study 3 continues and extends the development noted in Study 1 for classes in Primary 5&6. There is a wider range of specialized vocabulary, greater sureness of distinctions and definitions (e.g. extending basic definitions by adding additional words of their own choosing) and greater length of utterance. The consequences of particular scientific processes are also further developed, (e.g. **'It'stoxic and therefore must stay sealed'**). There is evidence of students talking coherently at some length and with little hesitation, with no notes or promp-ting. They also show themselves as being able to organize their own group-work, to conduct experiments, to construct their own arguments more or less on the spot, to express the implications of particular propositions (e.g. **... which means that...**), and to explain alternative points of view (e.g. **...on the one hand..., on the other...**). There is also a sense of the class as a social community, even when engaged in serious learning, with evidence of spontaneous banter and also of peer-support when a difficulty arises.

STUDY 4:
ESO1&2 GOOD PRACTICE IN CLASS

Introduction

The effective lessons in Secondary 1 and 2 were evidently the result of careful planning, well-judged support for students, awareness of both language and content issues, and involved students through giving them scope to make contributions and to move

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1. Literal translation of 'que'. In Spanish 'que' may appear at the head of a sentence, especially in speech, for example to reinforce a previous statement.

towards greater independence as learners. Some examples are set out below (from Secondary 2 unless otherwise stated).

Effective lessons

The following three descriptions illustrate range of characteristics of effective lessons.

One: "The (science) teacher is very experienced and enjoys her subject. The atmosphere is relaxed but focused and respectful. The session is well organised (including safety aspects such as the use of goggles and ensuring adequate ventilation). The teacher allows students to speak (when it is appropriate for them to address the class such as in a presentation) and interrupts rarely; when she does so, it is to correct a key point or develop it for the benefit of the rest of the class. (…) The teacher's sensitive approach delivers successful outcomes. Her English is good. It is geared to the needs of teaching the subject, and her pronunciation is very clear."

Two: "As an introduction, the teacher elicits specialist terms such as **'ecologist'**, **'habitat'** from students. He gets them to provide definitions, for example, of **'predator'** and **'prey.'** He then leads them to identify the consequences of certain changes, for example:

> **'If animals don't adapt, …they die.'**
> **'If they die young, …they don't reproduce.'**
> **'If they don't reproduce, …they don't pass on their genes.'**

Individual and pair work are checked in plenary using the Interactive Whiteboard (a girl works the laptop). Teacher gets the students to read out the adaptations (identified with predators) they have drafted before showing them the model text. He then expects them to read aloud accurately the text on the screen as reinforcement. **'Drag and drop'** is used on the Interactive Whiteboard to match words with definitions, drawing on student contributions."

Three: "Students have to work out answers to new questions about electrical circuits using a datasheet. The teacher focuses on the secure understanding of concepts and developing confidence in using formulae and the language needed to deal with them. He therefore emphasizes learning skills: for example, the need to set out given data properly to work out an answer, leaving sufficient space on the board, writing the formula first before substituting numbers, not leaving out stages before the solution. He also makes sure students are aware of the difference in electrical notation between the United Kingdom and Spain."

Supporting learning

The teachers appreciate that independence has to be founded on secure understanding. A geography teacher for a unit on demographic transition systems recognized the need to provide handouts matched to his students' needs linked to the chapters in a rather demanding textbook, and a summary of the key points.

The history teachers in another school had made similar efforts:

"The worksheets showed evidence of a lot of preparation by the history teachers and an attempt to make the text accessible; a range of sources is included in the booklets (maps, timelines, definitions, Who's Who? etc)."

In a language & literacy class, the teacher deployed a range of support for drafting written instructions:

"A writing frame is provided, and a handout on how to write instructions. The teacher puts starter questions, for example, **'What do you need to take into account?'** The plenary continues drawing out contributions about the various contexts (recipes, manuals etc) in which one finds instructions."

Clear exposition to the class followed up by sensitive monitoring provide a basis for students to undertake individual or group work:

"The teacher explains amplitude, pitch (sound frequency –number of vibrations: fewer vibrations means a lower sound), timbre (a guitar and a trumpet sound differently, even when they have the same frequency, amplitude and pitch) and how sound travels through the air. The health issues are highlighted e.g. **'100 decibels for more than 15 minutes can damage your hearing, and an MP3 player can reach 120 db...'**

He then monitors progress (in the experiments) with the FLA to ensure that students are carrying out procedures correctly and consistently. He puts questions to guide their thinking and does not give them the answers. The students observe the ground rules and discuss experiments with each other in English."

In a social science lesson, introducing basic economics, the teacher provided clear explanations of concepts, but did not rely on a purely didactic approach:

"Brainstorming: **'What do we think the economy is about?'** Students offer **'money, trade'** etc.

The teacher (using the Interactive Whiteboard) explains the system of production and distribution and consumption, but does not spoon feed pupils – he asks them to have a go at defining terms first. At each stage, he takes their anecdotal points and moves them towards a definition or principle. He establishes that production can be about services and asks for examples. Pupils offer **'police'**, **'health'**, **'education'** (etc) and these concrete examples are used to move the lesson to the next stage.

In dealing with supply and demand, he covers content and language points at the same time, for example the use of **'the more... the more...'**, **'the less... the less'** in linking general price increases to the previous summer's petrol price hikes."

A history teacher makes particular efforts to get students in ESO1 to draw upon their latent knowledge, for example:

"The teacher coaxes precise wording out of students, for example **'They needed treasure for the other life... the... (boy) the afterlife'**.

He asks students to explain particular terms, for example:

Delta: 'It is the place where the river and the sea join'.

He constantly checks understanding, for example:

> **(P) 'When the water hits the sea...' (T), 'it slows down, and...' (P) 'it (Lower Egypt) floods.'**

Students are helped to convey meaning when they may be unsure of the precise words".

Sometimes support involves a close focus on detail:

> **Notes:** "A lively lesson contacted at a brisk pace and with good humour. Discussion of answers prepared by students for homework: silent letters– **'knit, know; wren, write; dinghy; hymn**; and homonyms such as **write/right; cheque/check; flour/ flower; steel/steal'**.
>
> Context is used for reinforcement, for example: **'hymn/national anthem, piece/ peace (International Day of <u>Peace</u> project); (stainless) steel'**.
>
> Students are expected to pronounce words clearly and spell them out for the class. The teacher insists on detail, for example, in 'allowed' the 't/d' distinction is explained with a reference to voiced sounds. Clarity is insisted upon in the pronunciation (for example) of 'mixed' and 'missed'. (ESO1)

Humour and fun have a place alongside rigour in consolidating students' understanding and knowledge. For example, **'bingo'** can be used to practise and reinforce knowledge of the elements in the periodic table and their correct notation, or teams can indicate by a 'Mexican wave' their recognition in a recording of the sector of the economy (primary, secondary...) which they represent.

In a social science class, the teacher provoked a bidding war among the class to illustrate the functioning of supply and demand:

> **'Supply – how much of something is available'**. T explains by bidding to buy highlighter pens from pupils: competition brings down from E20 to 30 cents (since everyone has one)!
>
> **'Demand – how much of something people want'**. T starts a second round of bidding in response to a pupil who asks how prices can go up. They have to imagine there is only one highlighter available in the class and one is needed by each student for an exam!"

Presentations

Expecting students regularly to do presentations to the rest of the class was an effective vehicle for developing independence and responsibility. In one school, this experience was integral to the language & literacy programme in ESO1. Each week two students had to do a presentation to the class, choosing from a list posted in the *aula bilingüe* by the English teacher. It provided a challenging opportunity for sustained speaking by students facing an audience without notes. The questioning by the rest of the class (all are expected to ask at least one question of each presenter) ensures that all are involved and provides an opportunity for formulating a range of questions with teacher feedback. When the students make mistakes, the teacher corrects sympathetically and constructively.

Peer assessment

Peer assessment was used as a means of motivating students, for example in a PE lesson students were asked to award points (1 2 3) to other teams. This produced an aggregated range of 4-9 points and on the basis of this it was decided that the first team would play the third and the second the fourth.

Peer assessment could be developed further. It provided a further source of responsibility and helped students to form an idea of standards for themselves, for example:

> "Peer assessment, grading on a scale of one to 10. Within each group, the 'journalists' grade Kensuke's responses; the 'Kensukes' grade the questioning according to the interest and challenge of the questions. Students are expected to say what the most interesting question was and how effective the answer was. The students set quite high standards commenting, for example, (with some exaggeration) that some questions were '**poor**'. The teacher did not accept such dismissive comments without explanation – the students had to give reasons such as saying that simply asking questions on the level of '**what is your name?**' was not sufficiently challenging."

Teacher assessment could be used formatively. One English teacher had a grid with explicit criteria about accuracy and quality of expression which she used to take systematic notes on student presentations to the class for subsequent individual and group feedback. The formative process also took place during the presentation class with questions from her for clarification or to steer peers' questions away from the anecdotal (e.g. ages) towards the substance (e.g. significance of the person's contribution) of the presentations.

In another school, instances of use of Spanish by pupils in language & literacy classes were noted on a grid by teachers and could be used as a quantitative basis for critical comments in termly reports to parents! In this way, summative reporting could have an effect on formative assessment.

The place of Spanish in lessons

Teachers used a range of English synonyms to support understanding without resorting to Spanish, for example (Secondary 1): '**to mate/make love; to betray/ breach his trust'**.

A social science teacher used paraphrase in English:

> "Pupils ask for explanation of terms such as '**stock breeding'**. The teacher explains the term is related to cattle. He then explains '**itinerant agriculture' ('Burn first, grow for a year (or a few years) and move on') and 'subsistence agriculture' - 'you grow it (the crop) and use just enough'**."

In an English class, the teacher had a range of strategies to get students to work things out:

> "The teacher explains meaning by giving examples '**I spotted Carmen in the middle of a whole crowd of people'**; and by giving them clues to work out. For example, we

have **'puppies'** - Who's got **'kittens'**?; **'People have nails, lions have... (hint: rhymes with _paws_;, I am looking for the place where the lion sleeps... _den;_ this is a word we use for baby lions... _cubs'_."**

Teachers found ways of communicating meaning without resorting to Spanish, but some adopted a pragmatic approach: they used Spanish briefly on occasion to clarify concepts but otherwise all explanations were in English. Some accepted the Spanish equivalent of terms offered by students, but followed this up, for example: **'I know the Spanish word for twins is gemelos but what does it mean?'**.

One particular science teacher (Spanish native) showed how the two languages can support each other and provide underpinning for science teaching:

Notes: "(The teacher's) assets include very good use of English, clear explanations and a sense of humour. He makes a point of correcting pronunciation (**'nitrogen, percentage'**) and grammar (**'I've heard'** and not **'I hear'** for past tense. He has a range of vocabulary and can explain links for example: **'breath, breathing, breathless, breathtaking'**. He supplies the Spanish equivalents of key words for example, **'aliento', 'suspirar', 'buceadores'**. Knowledge of Spanish is used well e.g. to explain **'(des) plegar'** v. **'(un) fold'** to reinforce understanding."

The use of native speakers of English

The use of foreign language assistants (FLA) and, in those _comunidades_ which employ them, _asesores lingüísticos_ (AL), could provide valuable support for learning, for example with the FLA sharing a presentation with the teacher by reading the text to provide a model of native speaker English pronunciation and offering some comment by agreement.

With planning, a foreign language assistant can become more proactive:

Notes: "The foreign language assistant plays an important role in the lesson, for example suggesting improvements in wording such as a 'reliable' method rather than a 'good' method. He corrects pronunciation in a discreet and sensitive way, and asks appropriate content questions or adds extra thoughts at appropriate points, for example, about triplets or quadruplets when multiple births are under discussion."

The availability of an AL provides the opportunity for team teaching or splitting a class, for example with the specialist colleague covering the laboratory work and the native speaker revising the theoretical aspects in the classroom. Such teamwork, with joint preparation, made effective use of their combined strengths.

A small number of the _comunidades_ employ _asesores lingüísticos_ in secondary schools. Where they are employed, they are clearly an asset and their value is appreciated by the schools, not least because they are hard to replace when they move on: whereas the pool of native speakers of English with primary school experience is relatively large, native speakers with the specialist expertise in natural or social sciences needed for subject teaching in secondary can be very hard to find.

Various examples of effective practice noted above were observed in lessons taught by _asesores lingüísticos_. In addition to their teaching expertise, they bring other benefits:

they are available as linguistic reference points for their Spanish colleagues, they bring authentic native speaker intonation and use of idiom to the students, and, as they are not necessarily from the United Kingdom, they can bring with them something of the educational culture and teaching styles of other parts of the English-speaking world.

Quality and accuracy of teachers' language

Those teachers who are native speakers of Spanish are generally fluent and accurate when presenting topics[2] and rarely have strong Spanish accents when speaking English. Inevitably, there are some slips, but these do not usually seriously impede communication:

> **Notes:**

> "Teacher has a fluent and accurate command of English. Errors are usually slips of pronunciation e.g. **'(e)strips; written tasks (taks)'**."

> "The teacher's English offers a good model with few errors (e.g. **'pregnant of, penis, implanted'**), and only a slight Spanish accent."

> "The teacher has a detailed and fluent knowledge of English but with some familiar occasional flaws in pronunciation, e.g. **'asks (aks), you, (e)speaks'**."

Teachers, including many in subjects other than English, are concerned about pupils' accuracy and some have the confidence to pick up language points:

> "(The teacher, while introducing economic concepts) makes pertinent language points, for example spelling out new words such as 'bidding' and emphasising terminological points such as the fact that **'R&D in English** is **I&D in Spanish'** **(investigación y desarrollo)**".

> "The teacher (a science specialist) draws attention to the importance of accurate pronunciation in, for example, **'eventually, dividing, identical,** and **joined'**."

Another science teacher made a point of practising the pronunciation of the elements, for example, **'aluminium, nitrogen, calcium'**…, ensuring that the correct syllable was stressed.

> "Reading aloud – teacher (geography) corrects pronunciation of **'desert'**, and **'dessert'** and recaps fractions in English and their pronunciation (when students are uncertain)."

> "The teacher (science) insists on (answers in) full sentences, for example, **'The sperm must reach the uterus, stick to it and implant itself.**"

> "The teacher (a history specialist), corrects language points appropriately, for example, pronunciation of **'claimed'** and use of the auxiliary in **'had promised'**."

Some specialists in subjects other than English have a confident grasp of the English language for dealing with situations as they arise. For example, a PE teacher uses natural colloquial English to cope flexibly with situations on the sports field, for example:

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2. One teacher with accurate English with good pronunciation and intonation was very clear in exposition, but made the specific point that he found it harder in practicals where he had to improvise to handle unpredictable questions in English.

'It's no big deal' (when some students fuss about nothing).

'Form groups of 7 – you two have only 6, so one person has to run twice.'

'Rafa, you're not listening: here's what you have to do.'

'Guys, I told you not to hang about. If you have no class, go to the library' (to students from another class who were loitering on the fringes).

Some teachers had the confidence in spoken English to introduce a note of humour. For example:

Notes: "Teacher's English is good - it is clear and accurate. He is well organized and enjoys a good relationship with the class. His humour is appreciated: for example when a boy misreads a Ph number, he comments **'If that's right, you should see a doctor!'**."

Notes: "Teacher has a quiet sense of humour, which is appreciated. For example, he interjected **'200 what?** *Chorizos***?!'**, when a student did not specify **'watts'**. He also told an old joke about a teacher asking **'What's the unit for measuring power (watt)?'.** The student in the story said, **'What?** His teacher replied **'That's right!'**."

Conclusion: Good practice in Secondary 1&2

As was the case in Study 2 which featured Primary Years 5&6 teachers, the more specialised teachers of Years 1&2 at Secondary in **Study 4** show a wide range of 'good practice' strategies. As with Study 2, we cannot claim that these strategies are causally related to the learners' impressive classroom performance, but they are certainly at least associated with it. Some of the strategies featuring in the Study 4 text are listed below. They do not appear to be greatly different from the strategies used with Primary 6 pupils (Study 2). With the teachers in the present Study 4, however, there may be a somewhat greater emphasis on using English for purposes which reflect the Secondary 2 students' more mature cognitive capacities. These purposes could include articulating underlying principles, expressing particular types of relationship, and clarifying the consequences of particular processes. As with the good practice strategies identified in Primary 5&6 lessons, we provide a similar grouping for classes in Secondary 1&2:

These strategies appear to come from the teachers' professional experience accumulated over a number of years, and so in addition to the strategies listed above there are issues such as how well the teacher knows a particular student or class, how the teacher interprets the particular situation within a given lesson, and which strategy a teacher chooses to bring into play at what time, for how long and for what purpose.

The strategies are summarised below and overleaf:

Good practice strategies: language used for GENERAL TEACHING	Good practice strategies: specific, though not exclusive, focus on LANGUAGE FORM, FUNCTION, DISCOURSE
• Creates relaxed, focused and respectful atmosphere • Adapts material to suit different student's needs • Requires class to ask probing questions about peers' presentations • Monitors progress sensitively • Steers students away from the anecdotal and guides towards underlying principles • Prompts students to draw on their own latent knowledge • Encourages students to work things out for themselves • Encourages peer assessment & evaluation • Constantly checks for understanding • Asks questions which guide thinking but still pose a challenge • Has special grid for taking notes in order to monitor student performance	• Focuses on spelling distinctions, e.g. flour / flower • Helps students express particular relationships, e.g. The more... the more...; the less... the less... • Expects high standards of pronunciation & spelling • Helps develop initial drafting skills, e.g. What do you need to take into account...? • Emphasises proper procedures for setting out data • Elicits precise use of language • Requires regular presentations by students to whole class • Provides clear explanations • Helps students clarify the consequences of particular processes

STUDY 5:
INFANTS AND EARLY PRIMARY

Introduction

The evaluation team's priority for collecting evidence at primary school was years 5&6, since it was important to learn as much as possible about how the BEP was faring towards the end of children's primary school education. Nonetheless, it proved possible to make a small number of visits to observe classes of children at the infants and early primary stages. Our account of these lessons is essentially descriptive, based on notes taken during and shortly after lessons and is supplemented by some concluding thoughts on the BEP with children aged 3-7.

Pupils aged 3-7 experienced through English a range of visual, auditory and kinesthetic learning. Considerable attention was paid in lessons to reinforcement and consolidation. Songs and mime featured prominently.

Infants aged three+

Lesson 1

Theme: To reinforce items of language studied so far.

Description (with comments):

The part of the lesson observed consisted of songs and mime performed by the whole class:

'Little finger (etc.) where are you?' (to tune of 'Frère Jacques') with mime.

'Head, shoulders, knees and toes…' with actions. Followed by (e.g.) **'lean to one side; lean to the other'**.

A 'conga' is formed – Pupils join up and move round the room as red or green is shown. **'Green for… go', 'Red for… stop'"**

Notes: "Pupils are motivated and respond well. (Class teacher provides some support by being present, smiling encouragement, performing the actions, and mouthing the sounds).

An effective, though 'standard', recap lesson. Good use of auditory and kinesthetic activities. Teacher has very good English."

In some classes the progress of the three-year-olds is remarkable and individuals get the opportunity to take the lead.

Lesson 2

Theme: To consolidate understanding of colour and shape.

Description (with comments):

"Routines established – **'Cross your legs, fold your arms'** etc.

(T) 'Who is the leader?'
(P) 'Pedro.'

Leader: **'Touch your eyes, nose** (etc)**'**. (They do so identifying correctly).

T asks: **'How has he done? So-so? Good? Very good?'**

Pupils decide **'good'** (the pupil himself says **'Very good!'**)

T: 'What's this picture?'
P: 'A girl.'
T: 'Girls stand up.'

The girls stand up- plus Sergio who feels like standing up (!).

The teacher modifies her statement in order to include Sergio and allow his action to be considered as correct:

T: 'OK, the girls, and Sergio!'

Various actions are performed, then repeated with the boys.

A CD is played: the class form a 'crocodile' and move around with the appropriate actions: gallop, tiptoe, run, skate, jump to music.

Sing along: **'I like to eat apples and bananas'** (etc).

T draws on board: **'What is it?'**

P: 'An umbrella.'

T: 'What's this on the display?'

P: 'Rain.'

Practice of colours.

T: 'Who's wearing pink, purple, yellow, blue?' (etc)

P: Stand up as appropriate.

Class sing: **'Red and yellow and pink and green… I can see a rainbow'**.

Flashcards of objects returned to T: **'Can you give me the…? Can I have the (colour) flashcard?'**

Practice of shapes.

T: 'What's this?'

P: 'A circle/ a triangle' (etc).

T: 'What colour is the triangle?' (etc).

P: 'Blue' (etc).

Pupils in threes perform actions for carol **'Oh Christmas tree…'**."

Notes: "A remarkable lesson showing the impact of three months of very effective teaching of very young children.

Pupils show amazing gist comprehension, and retention of ideas of colour and shape and of songs. Pronunciation is very good."

Lesson 3

Theme: Consolidation of work on parts of the body and clothes.

Description (with comments):

"A class leader is chosen for each session to lead practice of the activities:

'Boys sit down.'
'Girls stand up.'
'Three claps.'
'Four jumps.'
'Touch your eyes, ears, shoulders' (etc).

Practice of clothes.

Pupils guess the item from mime and then the word is practised, e.g.

> **'Hat H-A-T'** (hand in front of mouth to feel aspiration)
>
> (Similarly with **'scarf, gloves, coats'**).

Pupils then colour in specific items of clothing on individual sheets."

> **Notes:** "The pronunciation of pupils who perform is good. Others seem a little subdued (hardly surprising for 3-4 year olds at almost 13.00 who have been in school all morning), but their reactions indicate that their comprehension is good. A successful consolidation session led by an experienced teacher who has very good English and understanding of how sounds are articulated."

Infants aged five+

Five-year-olds developed their listening and speaking skills further and took the first steps towards literacy.

Lesson 4

Theme: To consolidate pronunciation and recognition of the letter 's' and a range of related vocabulary.

Description (with comments)

"T greets the class using their names linked to animals with captions in the carpeted corner, for example '**Good afternoon, Sara Snake, Mercedes Mole'** (etc).

Pupils then chant the days of the week. They revise the names of the four seasons: they can recognize the captions without the pictures. The teacher checks their understanding by asking, for example, **'Is it summer or winter? What does it begin with?'**

Pupils then sing a song about spring. Cards are handed out. The states of the weather are linked to the seasons. Teacher asks: **'What's the weather like? Is it windy? Is it raining? Is it sunny?'**

She then asks pupils to return the cards to her: **'Who can give me spring** (etc)**?'**

> **'Snake in the grass'** song is sung to demonstrate and reinforce the letter **'s'**. T says' **I want you to say star, *snake*** (etc) **when I get to it (in the pictures)'**. More things beginning with the letter 's' are introduced: **'sun, sail, sock, snowman, spider'** etc. Pupils then count the number of things which they know which begin with **'s'**. Matching follows with teacher asking what the picture on the card is, for example **'snail'** and then asking them to choose the word **'snail'** from the captions.

Pupils then proceed to colour in pictures of the seasons. This is introduced by asking individuals to bring the items needed: **'Can you bring me a crayon, some glue** (etc)**?'** The opportunity is taken to check on colours, for example, **'What colour are the scissors?'**

The children are given individual names, for example **'Abel Ant', 'Sam Snake'** etc with a picture to stick on the front of their individual folders. They proceed individually to the table area to begin this work without fuss. They are focused and interested in the task."

Notes: "An effective lesson improving/consolidating understanding of vocabulary and quality of pronunciation. Good use of song, mime, games and flashcards throughout.

Pupils benefit from Teacher's planning and good organization and respond well to high expectations. Teacher uses English throughout for all instructions. Pupils' short answers indicate good understanding and retention.

Pupils respond very well: they are well motivated and most show obvious enjoyment.

They can remember days of the week, seasons; remember and identify nine words beginning with 's'. Their pronunciation is very good."

Lesson 5

Theme: To cover a range of language supported by songs.

Description (with comments):

A range of activities:

- **'How are you today? I'm happy (grumpy etc) – What a happy day!'**
- **'Give me some colours'.**
- **'Who is my helper?** (Helper identified) **'Where shall we put his hands? (shoulders, elbows…)'**
- Counting numbers 1-7. **'There are seven days in the week Monday, Tuesday etc'** '('Clementine' tune)
- Song: **'Today is…, yesterday was…'** ('Frère Jacques' tune)
- **'Is it sunny? Cold? Warm?'** P reply and indicate with symbols/captions on chart.
- Letters - the letter S. with shape and sound e.g. **'the s-s-s-s-snake is in the grass'** similar approach to the letters **N, I, A, T.** Some P can link with earlier work e.g. when the T says **'Where can we find (the letter) 'T'**, she is expecting Teresa, Tomás etc, but two pupils actually offer **'Tuesday'.**
- **'This is my father, mother'** (etc) (Tune of 'London's burning').
- **'Hands up if you have a brother! Finger on your nose if you have a sister!'** (etc)
- Song: **'Going to build a house, with a chimney tall…'** ('Gillygilly…' tune). A model of a house ('Advent calendar' type) with rooms that open up is placed on the floor. Pupils are to find a bathroom (etc) and say something about it. **'Pick a room. What's in the sitting room?'** Use of 3-phase questioning by T where necessary: **'What do you think is in there? Is it the father? Is it the father or the mother? Who is it?'.**
- Cards placed on the floor –pupils turn them over– **'Who's that?'** Answer e.g. **'grandpa'**, pupils match the card against the chart. Pupils are expected to guess what the next (card) is going to be.

Notes: "A lively, varied and well-organised lesson with all pupils fully engaged. Good use of auditory and kinesthetic learning. The lesson focuses on listening and speaking, but pupils can recognize and match short captions such as those indicating the state of the weather to symbols on the chart."

Early primary

In the first cycle of primary education (Year 1 and 2) pupils were able to handle a wider range of questions, take more initiative and began to handle more demanding content, for example in *Conocimiento del Medio*.

Year 2

Lesson 6

Theme: To classify materials for appropriate recycling.

Description (with comments):

"Teacher has brought in a bag of miscellaneous rubbish. Pupils decide which recycling bin particular items are to go in. Lots of pupil involvement: individual pupils pick other pupils to answer questions. The class are consulted by the teacher about the answers, e.g. (T) **'What material is this? (P) Plastic? (T) Where does it go?... (P) It goes in the recycle bin'**.

Teacher has high expectations of listening comprehension, for example assumes they know what **polystyrene** is; expects them to complete statements e.g. **'batteries go in the special container because they are very t---- (toxic)'**.

Pupils are invited to ask a visitor questions based on the theme of the city which they are studying. Examples include: **'Do you like buses/ trains/ ships? Do you live in a city? Do you like your city? Why do you like your city?'.** Most pupils are keen to ask questions including one girl with special educational needs (she asked **'Do you like buses?'**). Pronunciation is generally good.

Pupils have been making cardboard displays of a **'super city'**. One boy is invited to explain his city **('school, office block, parking lot',** etc) to the visitor. He is rather shy but manages.

Class reading of a story about a city is begun. Pupils are asked about the city e.g. **(T) 'Why is it a disaster?... (P) Because there is a lot of rubbish'**.

Towards the end of the lesson pupils are still very enthusiastic though starting to get 'high'.

Generally the teacher involves pupils in monitoring the class's behaviour themselves e.g. they all (including children with special educational needs) get the chance to become **'Captain Silence'** and give thumbs up or down about the behaviour of others."

Notes: "A lively lesson with an animated teacher involving all pupils – she has given them the confidence to ask as well as answer questions."

Lesson 7

Theme: To consolidate understanding of our world and the animals in it before going on to the Solar System.

Description (with comments):

"Story – Eric Carle **'Rooster's Off to See the World'**

(Second half of lesson seen) **'All the animals go back home: 5 fish swam home (4 turtles crawled home, 3 frogs jumped home'** etc).

Material from the story is used to link to work in science: **'What group of animals does X belong to? Is it a mammal? Is it oviparous? Viviparous? Where do they live? How do they move? Recap of vocabulary - fish/fins/scales'** etc.

Pupils are reminded that most of the Earth is covered by water, hence **'The Blue Planet'**. (The work in science is to proceed with a study of the **'Solar System'**.)

Good atmosphere in class, help by the teacher's firm but pleasant approach, pace, and determination to draw in all pupils. (One boy has to go out briefly – elbow injured earlier in the day – he explains in English **'My elbow is hurting'**.)

The teacher picks up similarities in sound where reinforcement is needed e.g. **'Carle/arm; rooster/sister'**."

Notes: "A well prepared lesson linking science and language & literacy work. Pupils show good understanding of language and content. All pupils remained focused almost until the end."

Conclusion: Children's classroom performance and Teachers' good practice in *Infantil* and Early primary

The lessons observed in **Study 5** which focuses on younger children in infants and early primary show substantial progression in pupils' learning during their initial years. Initially, their activity is based on actions, songs, chants, games, objects and visuals. Their utterances are of two sorts: learnt phrases and individual words, the latter often in response to the teacher's questions. Their pronunciation is generally very good and they show enthusiasm for what is asked of them. They also show high speed of comprehension and an ability to demonstrate this quickly through actions and mimes. By Year 2 of primary school, they have moved into the use of English for doing science in the form of studying the environment. They learn to understand and to complete correctly quite complex incomplete utterances given by the teacher; and they are challenged to provide longer utterances in response to technical questions and

which show some degree of verbal reasoning (e.g. **'because there is a lot of rubbish…'**) and they are acquiring increasing amounts of technical language which derives from the environmental theme they are studying (e.g. **'viviparous'**).

The teachers are generally calm, organized and encouraging. Their English is good, as is their planning and organization, and initially they make use of established routines. They have high expectations of their pupils. When environmental studies is introduced at the primary school stage, this is intended and taken seriously, though with no obvious loss of enjoyment, and there is a focus not only on subject-matter and relevant activity but also on the sorts of language that are needed to do environmental studies well. This includes encouragement of accuracy and recap of vocabulary (e.g. **'fish, fin, scales'**) and the pronunciation of particular sounds in different words (e.g. **'rooster; sister'**). Study 5 shows the benefit of beginning at a young age, provided that the teaching is appropriate, as it was in the classes observed. Knowledge, understanding, insights, attitudes, routines and skills are all being developed in these early years which explain in part at least the promising subsequent attainments of students as observed in Studies 1 & 3.

chapter 3
BEP STUDENTS' ATTAINMENTS

An important aim of the evaluation was to report on BEP students' attainments. To some extent, this has already been discussed in Chapter 2 through the description and analysis of what students at different stages of their education could do in class. This picture of classroom performance is complemented in the present Chapter 3 by four studies which focus on BEP students engaged in different sorts of assessment:

- **Study 6** focuses on students' spoken English in Primary 6 when undertaking tasks in groups of three

- **Study 7** focuses on students' written English in Primary 6

- **Study 8** focuses on the written Spanish of students in ESO2 (Secondary Year 2)

- **Study 9** focuses on BEP students' attainments in the IGCSE towards the end of ESO4.

Studies 6, 7 & 8 were necessarily limited in scope, given the staffing and other resource constraints which applied to the evaluation, but each yields some important insight which complements the bigger and more summative picture arising from the external IGCSE examination results in **Study 9**.

Indeed, thanks to the overall design of our evaluation, none of these small studies stands alone. **Study 6** featuring students' spoken English for example is closely related to **Studies 1-5** which also feature students' spoken English; it is also related to **Study 10** (Chapter 4) which is concerned with students' perceptions. Similarly, **Study 7 & Study 9** both reveal aspects of students' written proficiency in English, while **Study 8 & Study 9** both tell us something about students' proficiency in Spanish.

STUDY 6:
PRIMARY 6 PUPIL ORAL INTERVIEWS IN ENGLISH

Introduction

Interviews in English with Primary School Year 6 pupils were held at eight schools between November 2008 and January 2009.

The main aim of the interviews was:

- **Aim 1:** to build up a picture of the range of pupils' performance in spoken English when interacting in groups of three in a largely unprepared conversation with a stranger over a range of topics based on four tasks.

A subsidiary aim was:

- **Aim 2:** to obtain the views of pupils about their BEP experience and to learn something of their language experience beyond the classroom.

Study 6 was not designed to assess the attainments of individual pupils, but to yield an accurate verbal description of the characteristics of spoken English as exhibited by pupils at the top of the range and by pupils in the middle/lower parts of the range in a controlled setting. In each school, three groups of three pupils (one 'top' and two 'lower/middle') were chosen by their teachers, thus producing a total of 72 pupils. Overall, 34 boys and 38 girls took part.

The arrangements for, and conduct of, the interviews resulted from piloting at the end of the previous school year in two schools. All the interviews, including those in the pilot phase, were carried out by the same interviewer.

Only five pupils (from two schools) of the 72 had visited the UK or another English-speaking country. None spoke English as a home language. No pupil had any language other than Spanish as his/her (regular) home language except for one boy who spoke Polish with his mother.

The schools followed the guidelines for the composition of interview groups, but did not find it easy to identify two groups each of which would represent the full range of the lower two-thirds (middle/low) of the cohort. The school's identification of the weakest grouping in each case, however, largely coincided with the interviewer's conclusions about pupils' performance in the interviews.

Conducting the interviews

Each interview was scheduled for 30 minutes. The pupils in each school were anonymous.

At the beginning of each interview, the interviewer introduced himself to each group basing his remarks on an outline script to explain the nature of the interviews to the pupils.

The tasks

Pupils were asked to talk in English in relation to four tasks, each of which would be likely to entail somewhat different sorts of language:

Task 1: Their experience of the bilingual education programme

Task 2: A book or story they had enjoyed

Task 3: An aspect of science they had found interesting

Task 4: General discussion with the interviewer about their interests, holidays etc.

Pupils' insights as revealed in Tasks 1-4

Before providing information on pupils' performance across these four tasks, we provide some initial information on the insights the four tasks revealed.

Task 1: Talking about the BEP experience

What pupils had to say in respect of **Task 1** was directly relevant to **Aim 3** (page 16) of the evaluation study, in that it offered insight into pupils' perceptions of the BEP[1]. This served to triangulate with other information on pupils' perceptions revealed in other studies, especially Study 10. At the same time, what pupils had to say on this same task was particularly relevant to **Aim 1** of the present study, in that the conversations were conducted in English.

Task 2: Talking about a book or story

The range of stories about which pupils chose to speak was rather limited with few picking 'whole books' and some choices were determined by films seen rather than books read.The stories which they mentioned included **'Jack and the Beanstalk, Little Red Riding Hood, Sleepy Hollow (5), Guy Fawkes (2), Charlie and the Chocolate Factory (4), The Railway Children (4), Zorro (3),James and the Giant Peach, the Chronicles of Narnia (3), The Gingerbread Man, Around the World in 80 Days (2), Romulus and Remus (6), St George and the Dragon, Flat Stanley, Thrill Bill and Super Simpson'**.

Task 3: Talking about Science

Pupils mentioned a range of science topics that had interested them: **'the human body (reproductive, digestive, respiratory, nervous systems etc); plants (e.g. photo-synthesis) and animals; types of energy; solids, liquids and gases; healthy lifestyles (diet, avoiding drugs); ecosystems (pollution)'.** In one school, pupils recalled history topics **('pre-historic nomadic peoples; the Romans')** more readily than science topics. In another, five pupils outlined features of the geography of the UK. The area of *conocimiento del medio* comprises science, history and geography and there is a tendency in the schools to use 'science' as a shorthand term for this curriculum area as a whole.

Task 4: General conversation

The general conversation was used partly to encourage pupils to talk about a wider range of topics if they wished and partly to prompt use of language not covered sufficiently by their earlier contributions on other topics, such as *narrating past events (e.g.* previous holidays), or ***describing*** (e.g. description of a classmate for the others to identify). Most of the pupils apparently spend their holidays with their extended family somewhere in Spain, so the range of experiences about which most could talk was not

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1. The pupils were generally very positive about the BEP experience: their responses are discussed with other evidence about pupil perceptions in Study 10.

extensive. Few pupils took up the option to ask the interviewer questions, although pupils in one top group asked several questions each and would possibly have continued if time had not run out.

Characteristics of pupils' performance

We now turn to identifying key characteristics of pupils' spoken language performance in English across the four tasks. In order to do so, two main perspectives were taken into account:

- **Capacity to cope:** when in conversation with a stranger with unprepared tasks drawing on knowledge and understanding gained during their experience of BEP; this included the criterion of fluency.

- **Quality of spoken language-use:** in terms of range and accuracy.

Capacity to cope

The following scale and indicators were used in making judgements about how well the groups of pupils performed for each task.

Table 6.1: Levels of coping

LEVEL OF COPING	INDICATORS
Copes with ease	• Shows good understanding of the subject matter and can coherently convey information and ideas; draws readily on appropriate language to describe/explain/discuss/justify opinions • Responds instantly; consistently confident • Copes well with a wide range of questions • Pauses rarely (e.g. to marshal thoughts for a more complex statement/argument) • Rarely stuck for appropriate words and has a range of coping strategies • Often takes the initiative
Copes usually	• Shows sound understanding of the subject matter and can convey basic relevant information using appropriate language; • Responds with little hesitation; usually confident • Rarely needs questions clarifying • Pauses occasionally • Sometimes cannot recall common words but can usually find a way round this (e.g. asking for help in English) • Sometimes takes the initiative
Copes with difficulty	• Shows some understanding of the subject matter and can convey some information • Responds with hesitation; not confident • Frequently needs questions repeating/clarifying • Pauses frequently • Has to search for (quite) common words • Shows no initiative

Quality of spoken language-use

Judgements were also made about the quality of language displayed in terms of range and accuracy. These were informed by the questions set out in **Table 6.2** below:

Tabla 6.2: Quality of language	
Range	• What range of vocabulary and grammar do pupils generally display? • Do they have the range of vocabulary and grammar to deal with specific topics (e.g. in science)?
Accuracy	• How secure is pupils' grasp of vocabulary? • How accurately can they deploy their resources in oral interaction? • What kinds of errors do they make? • To what extent do such errors impede the listener's/interlocutor's understanding?

How well did the pupils perform?

As in the lessons observed in schools (see in particular Studies 1&2), performance in listening comprehension was often high. Few pupils experienced difficulty in following the interviewer, even if their productive skills were limited or even very limited in some cases. With few exceptions, the pupils were at ease dealing with a stranger in a foreign language. Many pupils showed a remarkable confidence.

Across the 24 groups, pupils usually responded well to the invitation to help each other and co-operated well, although individuals mostly made some effort to answer on their own first. Some of the stronger pupils spontaneously but politely corrected the grammar of their peers, for example prompting 'went' when the speaker had used 'go' when the narrating past events. On the whole, the ground rule of speaking only English to each other in the interviews was respected, although weaker pupils were more likely to resort to a quick whisper in Spanish to their companions.

Correspondence with school's grouping

Top groups

In three schools, the top group identified coincided closely with the interviewer's judgements and all the criteria for 'copes with ease' were met by the nine pupils involved. Across the sample of 24 pupils in top groups, 15 (8 boys, 7 girls) fully met all the criteria for 'copes with ease'.Where pupils in the top groups did not meet all the criteria for 'copes with ease', there was no consistent pattern of specific criteria being missed. However, boys (9/11) were more likely than girls (8/13) to meet the criterion 'often takes the initiative'.

Middle/lower groups

The spread of performance in middle/middle-lower groups was most varied. For example, two girls from two different schools had a performance which spread across

the full range of criteria for the whole coping scale. About a fifth of pupils in the middle/ 'middle-lower groups (9/48 pupils) met the criterion 'often takes the initiative' under 'copes with ease'.

The 'middle/lower' groups were usually less fluent than pupils in the top groups, but some 'middle' individuals were tenacious and resourceful and kept going even if rather jerkily. Some middle groups managed to maintain a sort of 'collective fluency' by helping each other. In two lower groups, the pupils frequently needed questions to be repeated or formulated. They could make themselves understood but needed a lot of support with vocabulary and their sentences were fragmented.

Coping with the tasks

The 'coping' scale as set out in **Table 6.1** above was applied in the interviews and performances were matched to the criteria on a 'best fit' basis. The overall performance of high-, middle- and low-attaining pupils across the sample may be described as follows:

High-attaining pupils

They showed good understanding of subject matter. They could coherently convey information and (some) ideas, drawing readily on appropriate language to describe and explain; the strongest could offer and justify opinions in discussion. Pupils were consistently confident and responded instantly, pausing rarely but for good reason and often took the initiative. They coped fully with a wide range of questions, were rarely stuck for words, and had a range of coping strategies to fall back upon if necessary.

Middle-attaining pupils

They showed sound understanding of subject matter and could convey basic relevant information using appropriate language.They were usually confident, responded with little hesitation and sometimes took the initiative. They rarely needed questions to be clarified. When they could not recall common words, they could usually find a way round this, for example asking the interviewer or each other for help in English.

Low-attaining pupils

They showed limited understanding of subject matter but could convey some information. However, they tended to respond with hesitation, paused frequently, and most showed little (or no) initiative. They frequently needed questions to be repeated or clarified, had to search for quite common words, and tended to confer with each other in Spanish as a first resort when seeking help to formulate a reply in English.

On the whole, the performances corresponded to the groups (top, middle/lower) in which the pupils presented themselves for interview.

Performance: Quality of language

As set out in **Table 6.2** above, the quality of language used by pupils at the three levels of grouping was judged in relation to 'range' and 'accuracy'.

Top groups

- **Range:** The 'top' groups could recall content and had the language to talk about it. They had a wide vocabulary and lexical errors were usually Hispanisms which did not necessarily affect the listener's understanding, such as **'to do a plot' or 'met with' or 'a little bit fat' or 'they expose' (= exhibit), 'funny' (= humorous/ amusing), 'pabellón' (= pavilion)**.

- **Accuracy:** Pupils in the top groups were often very accurate. They pronounced well with occasional slight errors: e.g. **'mixture', 'suit', 'kite', 'aunt', 'cousin'**. Most could manage complex sentences involving relative, coordinate or subordinate clauses with a range of connectives. They could also readily correct themselves (e.g. **'go - went; say - said; long - tall; his - her'**).

'Middle/lower' groups

- **Range:** The 'middle/lower' groups usually had' a less extensive active vocabulary than the 'top' groups. Where they recalled basic information, they quite often experienced difficulty in developing points further, although one girl had a very good recall of technical terms in science.

- **Accuracy:** The 'middle/lower' groups more often had less accurate pronunciation (for example, **'Spain', 'spots', 'put', 'person', 'Hastings', 'brain', 'picture', 'April', 'electricity'**) and less clear intonation than the 'top' groups. In a few cases in low groups, weak pronunciation hindered communication at times, for example when it was not possible to distinguish 'forty' from 'fourteen'. With some exceptions, pupils' grasp of grammar was weaker, although a few could still self-correct (for example, **'go - went'**). The most frequent errors were:

  – missed or wrong (he/she/it) subject pronoun [this also occurred with some pupils in the top groups];

  – wrong (or uncertain) verb form **('he go (es)**; past tenses);

  – forgetting common idioms (saying for example, **'I have 11 years'; 'she has got 12 years old'**);

  – confusing **'me'** and **'I'**;

  – uncertainty about some plurals (e.g. **'three childrens'**).

Conclusion: Primary 6 pupils' spoken English

Whereas Study 1 focuses on what students were able to do during lessons, **Study 6** focuses on their performance in speaking English in more controlled tasks. However, it is not an 'assessment' study focusing on individual pupils and giving them a mark. Instead, it sets out to identify the key characteristics of Year 6 pupils' spoken language in a specific setting – namely, groups of three pupils being interviewed by a member of the evaluation team for 30 minutes in respect of four tasks which covered a range of discourse types, topics and language functions.

As such, it complements the information on pupils' spoken English as evidenced in everyday classroom settings in Studies 1&2.

The generally fluent, wide-ranging, accurate, coherent and 'on-task' performance in spoken English by those in the top and middle ranges must be considered as meeting the aims of the BEP, both in their ability to cope with the four tasks and in the quality of spoken English language which they were able to produce – all the more so, given that the tasks were undertaken in interaction with an adult person who was either not at all known, or not well known, to them and that only a broad indication of the nature of the task had been given beforehand. Also worthy of note was the pupils' ability to function as a social, collaborative group during the interviews (rather than as isolated individuals) and to show confidence and interest in undertaking what was asked of them.

The weakest pupils were by no means inarticulate. Many were capable of understanding, and some capable of communicating basic messages. At the same time, though, the evaluation team suggests that consideration should be given to finding ways of helping these weaker pupils to increase their range, fluency and accuracy in spoken English production, if they are to gain the richest benefits of a BEP education.

STUDY 7:
PRIMARY 6 PUPILS' WRITING IN ENGLISH

Scripts exemplifying Primary Year 6 students' writing in English in eleven primary schools in 2008 were made available to the evaluation team by the Ministry and the British Council. All eleven were from the evaluation's 'inner sample' and so the team were already familiar with these schools.

The scripts had been requested by the Ministry and the British Council from schools as part of an annual process whereby schools submitted examples of students' work in English on various tasks taken under controlled conditions. Each school was requested to provide at least one example of higher performance, one example of middle-range performance and one example of lower performance.

Rather than constructing tests and having to undertake lengthy procedures for ensuring the validity and reliability of these, the evaluation team were grateful to the Ministry and the British Council for providing the examples of Year 6 students' writing which they had received, thereby offering the evaluation team an opportunity independently to comment on and indeed rate the students' scripts. An additional benefit of this procedure was that it entailed no additional effort on the part of schools and no disruption to their normal working.

Aim

The aim of Study 7 was:

- To analyse the performance in written English of students in Primary 6 in order to be able to describe what students at the top of the range, in the middle of the

range and towards the bottom of the range were able to do when undertaking a descriptive-narrative writing task in English under controlled conditions akin to those of a test.

The aim did not consist of identifying the numbers of students in each school who were able to perform at particular levels; nor did it consist of evaluating schools in comparison with each other.

Nature of task and in-school rating system

Two pieces of writing per student were provided by the Ministry and the British Council, one of which was of a descriptive-narrative nature in which students were asked to imagine what lay behind a mystery door[2]. This descriptive-narrative task was chosen for inclusion in the present evaluation study, because it would enable students to write at some length, to shape a text in their own way, to use such linguistic devices (connectives etc.) as they were able to, and also to use their creative imagination.

For the in-school assessment by teachers, criteria had been supplied by the Ministry and the British Council, and the schools were requested to allocate marks of 1 to 5 and to relate these to a three-band framework (Band 1 being lowest and Band 3 being highest). The teachers' scores in terms of marks and bands as above were made available to the evaluation team, along with the actual scripts themselves.

Of the eleven schools, ten submitted three pieces of work to the Ministry and the British Council as requested, and one submitted five, making a total of thirty-five. All of these scripts were read by the evaluation team, though in two cases faintness of copying made the reading very difficult.

Evaluation team's criteria

The criteria developed by the evaluation team consisted of four general criteria ('readability', 'range', 'accuracy' and 'fitness for purpose'), each of which consisted of a number of more specific criteria which helped identify what the criteria meant to the evaluators. The criteria had been developed following a pilot which involved two evaluators marking independently a small sample of scripts from 2007.

The criteria were:

Readability

- Legibility
- Comprehensibility (= read & understood)
- Spelling
- Punctuation

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2. The pupils were given a choice of context: a beautiful little cottage, an old stone castle or a strange dark tower. The opening sentences were provided and they had to continue the story in their own words.

Range

- Common structures & vocabulary
- Appropriateness to topic
- Pool of verbs, prepositions, connectives, determiners
- Complexity of sentences

Accuracy

- Grammar
- Word-order
- Impact on clarity/comprehension

Fitness for purpose

- Length
- Effectiveness as an act of writing
- Degree of repetition (of content / language)
- Coherence

Applying the criteria

When a student's script was read, a mark was allocated to each of the above four criteria. These criteria are not intended to be universal for all ages and stages of learner. They reflect what it seemed reasonable to expect of Primary 6 students on the BEP programme and in the circumstances in which they took the particular assessment. Student performance on each criterion was evaluated on the basis of the following scale: 'excellent', 'very good', 'good', 'satisfactory', 'barely adequate', 'largely inadequate', 'almost wholly inadequate' and 'wholly inadequate'. The evaluators applied their judgements on the principle of 'best fit'.

- Excellent   3+
- Very good   3
- Good   2+
- Satisfactory   2
- Barely adequate   1+
- Largely inadequate   1
- Almost wholly inadequate   0+
- Wholly inadequate   0

The four criteria were equally weighted. The use of a plus sign (+) amounts to 0.5, so for example 2+ = 2.5.

The marks for the four criteria were tallied to give an overall score out of 14. This would tell the evaluation team whether a student was at the top of the range, or in the middle or towards the lower end, and it would allow a comparison to be drawn with the ratings (high, middle and lower) supplied by the schools.

Administering checks

The following procedure was used to ensure consistency using the above criteria within the evaluation team. A small sample of scripts from 2008 was marked 'blind' by two evaluators. Following discussion, one member of the team read all the scripts and rated them according to the evaluation team's agreed procedures. Another member of the team second-read the same scripts in order to ascertain the level of within-team agreement. This proved also to be very high, with only minor disagreement being found in respect of two students, which further discussion resolved.

Despite the differences between the procedures and criteria used by the evaluation team and the teachers at school, a very high level of agreement with the teachers was found in respect of which performances were top of the range, which were in the middle and which were towards the lower end.

Findings

What does higher-level performance look like towards the end of Primary 6?

Table 7.1 sets out the indicators of higher level perfomance.

Table 7.1: Indicators of higher-level performance based on evidence of Primary 6 students' writing in English	
CRITERION	**PERFORMANCE REALISED BY STUDENTS**
Readability	Spelling is very accurate; any inaccuracies which occur do not hinder the reader's understanding. Punctuation is accurate
Range	Has a range of structure and vocabulary which is fully appropriate for the specific topic and task (narration, description etc). Can readily call upon a pool of key verbs, prepositions, connectives, determiners etc. Includes complex sentences (e.g. subordinate clauses, relative clauses)
Accuracy	Use of grammar is very accurate, the word order is correct and any errors do not lead to lack of clarity (e.g. in marking of tenses; agreement of subject and verb; use of singular and plural nouns; use of prepositions in phrasal verbs or to express location) The script can be read and understood without hesitation
Fitness for purpose	The narrative succeeds as a story in terms of interest, imagination etc. If repetition of language and/or content occurs, it does not detract from the effectiveness of the story The overall structure of the text is coherent (e.g. organisation of content; sequencing of paragraphs)

What does middle-level performance look like towards the end of Primary 6?

Table 7.2 sets out the indicators of middle-of-the-range performance.

Table 7.2: Indicators of middle-level performance based on evidence of Primary 6 students' writing in English	
CRITERION	**PERFORMANCE REALISED BY STUDENTS**
Readability	The script can be read and understood but the reader may have to pause to identify some words Spelling is mostly accurate but may sometimes hinder the reader's understanding Punctuation is usually accurate
Range	Has a range of structure and vocabulary which is usually appropriate for the specific topic and task (narration, description etc) A range of key verbs, prepositions, connectives, determiners, etc is used, Includes some complex sentences (e.g. subordinate clauses, relative clauses).
Accuracy	Use of grammar is mostly accurate, the word order is usually correct, Errors may be quite frequent but only occasionally lead to lack of clarity (e.g. in marking of tenses; agreement of subject and verb; use of singular and plural nouns; use of prepositions in phrasal verbs or to express location)
Fitness for purpose	The narrative largely succeeds as a story in terms of interest, imagination, etc. There may some repetition of content and/or language and this may detract from the effectiveness of the story The overall structure of the text (e.g. organisation of content; sequencing of paragraphs) is usually coherent

What does lower-level performance look like towards the end of Primary 6?

Table 7.3 sets out the indicators of performance towards the bottom of the range.

Table 7.3: Indicators of lower-level performance by Primary 6 students writing in English	
CRITERION	**PERFORMANCE REALISED BY STUDENTS**
Readability	Can be read and understood but some effort may be needed Spelling is frequently inaccurate and may hinder the reader's understanding Punctuation is sometimes inaccurate
Range	Has a limited range of structures and vocabulary appropriate for the specific topic and task (narration, description etc) Has a limited range of key verbs, prepositions, connectives, determiners etc Includes no, or very few, complex sentences (e.g. subordinate clauses, relative clauses)
Accuracy	Use of grammar is inaccurate and word order may be incorrect Errors are frequent and lead to lack of clarity (e.g. in marking of tenses; agreement of subject and verb; use of singular and plural nouns; use of prepositions in phrasal verbs or to express location)

Fitness for purpose	The narrative only partly succeeds as a story in terms of interest, imagination etc
	There is repetition of content and/or language; this tends to detract from the effectiveness of the story
	The overall structure of the text (e.g. organisation of content, sequencing of paragraphs) lacks coherence

Conclusion: Primary Year 6 pupils' written English

Study 7 is concerned with Primary 6 students' written English and the aim was to describe the characteristics of written English composition as shown by students in the top, middle and lower ranges of performance. Across the criteria, it was found that a distinction could indeed be established between higher, middle and lower performances.

Nevertheless, it is possible that in one or more individual strands within the criteria of a middle performance may show some characteristics of a higher, and some of a lower, performance. Similarly, a higher performance may show characteristics of middle performance in some strands and this may also occur with a lower performance.

The higher performances demonstrate a very good standard of writing under timed, controlled conditions in terms of range, accuracy and the ability to write a coherent and interesting story of some length. On the basis of this evidence from BEP pupils aged 11 in Primary 6, it is not surprising that the strongest students from the initial cohorts to take the IGCSE at age 16[3] show themselves to be capable of obtaining the highest grades even at IGCSE English 1 (an examination designed for mother tongue speakers).

The middle performances overall were good, but did not sustain accuracy or display the range of language of the higher performances. Some were comparable in length and ambition with higher performances but their resources became overstretched. However, many of these performances suggest the students are on course for a respectable grade at IGCSE when they complete ESO4.

The lower performances may include some passages of reasonable accuracy with appropriate vocabulary, but do not have the resources for composing a narrative without support under timed conditions. They tend to be too short in length for a story to be developed. Communication and coherence may be undermined by a convergence of inaccuracies: orthographical, morphological and syntactical. Sometimes the style and spelling suggest these students may be capable of stronger performances in speaking.

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3. See Study 9 in the present report.

STUDY 8:
WRITING IN SPANISH: BEP & NON-BEP COMPARED

A comparative study

The evaluation remit received from the two commissioning bodies (the Ministry of Education and the British Council) was to report on the extent to which the BEP initiative was achieving its aims. It was not designed to report on the extent to which BEP students were superior or inferior to non-BEP students. The evaluation team agreed with this approach, because BEP v non-BEP comparisons would have been costly and difficult to achieve, particularly as the BEP curriculum, as has been explained in Chapter 1, was not the same as the mainstream national curriculum in Spain.

However, one exception was made, in that a BEP v non-BEP comparison was suggested to the commissioning bodies by the evaluation team in respect of BEP students' writing in Spanish. The reason for this was that some parents and Head Teachers had expressed concerns about the possibly negative effects of the BEP on their children's command of their national language. While they were for the most part well aware of the advantages which they saw the BEP as bringing, there was a thought in some minds that there was possibly a price to pay for this and that BEP students might be weaker in Spanish on the grounds that a significant portion of their education was being conducted in English, in most cases about 40% of a typical week. In order to address this concern, the evaluation team, with the agreement of the Ministry and the British Council undertook a small-scale research study which would compare BEP students with non-BEP students in their command of written Spanish. Study 8 therefore exceptionally involves a BEP v non-BEP comparison.

Location of the study

It was decided not to locate this particular study in primary schools. This was because the BEP was based on a 'whole-school' approach at primary and there were no (or at least, very few) non-BEP students in the BEP primary schools. A comparison could have been made between BEP and non-BEP at primary school level, but this would necessarily have involved bringing a number of non-BEP primary schools into the arrangement, which would have introduced a complicated set of additional variables. It was decided therefore to base the comparison at Secondary 2 level. The secondary schools with a BEP cohort also had non-BEP classes, and therefore it would be possible to achieve a comparison of BEP and non-BEP students in the same schools at secondary level.

Selection of schools and classes

Four secondary schools were identified from the ten associated with Sample A on the basis of showing a range of socio-economic and other characteristics. That is, the four selected secondary schools in no way represented an élite set within the overall sample.

An initial letter was sent by the Ministry to the Head Teacher of each school, explaining briefly the proposed research study and inviting their participation. This was backed up by a letter from the Director of the evaluation which explained in some detail what would be involved.

In each school therefore a BEP class and a non-BEP class were involved in the study. Where there was more than one non-BEP class in Secondary 2 in a particular school, the decision rested with the Head Teacher as to which class it would be.

There was no assumption that the two classes (BEP and non-BEP) were necessarily equal in all respects except the one obvious respect in which they differed, i.e. one was BEP and the other was non-BEP. In keeping with the practice in Spain, the non-BEP class was mixed-ability. The same applied to the BEP class, except that in some cases a small amount of drop-out had occurred and therefore was not quite mixed-ability in the same sense as the non-BEP class. More importantly, however, the aims of BEP education must differ in some respects at least from the aims of mainstream education and by the time students were coming towards the end of Secondary 2, it was inevitable that there would be differences of various sorts between the classes.

Aim

Taking the above contextual features into account, the aim of Study 8 was:

- To compare the performance in written Spanish of BEP and non-BEP classes towards the end of Secondary 2 in four secondary schools.

The task set was:

- *Choose one of three options: a film you have liked, a play you have seen or a book that you have read. Say what it is about, summarise the content, express your opinion about the film or play or book and explain why you hold this opinion.*

The students were given 40 minutes to complete their task. Neither their name nor that of their school was recorded on the answer papers. Following custom and practice in Spain, a target number of words for the writing task was not indicated, but students had two blank pages available as a rough indication of the desired length.

Task Administrator and Script Markers

In order to bring the maximum of neutrality and objectivity into the evaluation procedures for this comparative study, a team of three independent persons was appointed, none of whom had any prior connection with the evaluation:

- One person was the task administrator, a person of Spanish nationality, a native speaker of Spanish and with school-teaching experience, who went to the schools and who personally administered the writing tasks. This involved settling the class down, giving out the task-sheet, explaining the nature of the task, asking them to write in their best possible Spanish, giving the students 40 minutes to do the task, collecting the scripts and taking them away in sealed envelopes for collection by the evaluation team.

- The two other persons were also of Spanish nationality, native-speakers of Spanish and recently retired highly experienced teachers of Spanish in secondary education. It was their task to read and mark the scripts which the students produced. They were allocated two BEP and two non-BEP groups each but did not know to which group a particular batch of scripts belonged. That is, at no point did they know if they were grading a script written by a BEP or a non-BEP student.

Criteria and Banding

The two markers used a set of criteria agreed in advance with the evaluation team and applied these on a 'best fit' basis to each script in order to place it in one of four bands: excellent, good, adequate, not adequate.

The evaluation team elaborated a set of draft criteria and procedures in English. These were then discussed and refined through discussion with the two native-speaker Spanish teacher markers and a final version in Spanish was agreed which the markers subsequently applied.

Table 8.1 sets out the four bands of performance and the criteria which the evaluation team and the two markers agreed to apply.

Table 8.1. Bands of performance and criteria for Spanish writing task	
Excellent	An 'excellent performance' will contain all the features of 'good performance' (see below) but there will be a clear sense of 'something more, something special'. The script will contain most of the following features: • Engages the reader's attention and interest • Uses language with some refinement, e.g. to explain ideas clearly • Makes good use of technical terms where appropriate • Uses language with some flair, e.g. creativity, imagination, • Complexity of structure, e.g. to develop an idea or argument beyond a simple statement. [An *exceptional* performance would be likely to provide further evidence such as: rhetorical devices, e.g. irony, repetition, analogy, use of evidence, exaggeration, understatement, register (formality-informality); cognitive depth, e.g. exemplification, analysis, synthesis, evaluation, persuasion, logic, speculation, comparison, contrast]
Good	A 'good performance' is likely to meet all or most of the following criteria comfortably, though not necessarily perfectly in all cases: • Grammatical accuracy • Accurate spelling • Accurate punctuation • Legible writing • Meets the requirements of the task • Coherent structure • Use of connectives • Variety of lexis and of language in general

Adequate	If 'excellent performance' is understood as 'more than good', then 'adequate performance' is 'less than good'. An 'adequate performance' may be defined as: • Just about meets most the criteria outlined above for 'good performance' but with recurrent weaknesses • These weaknesses however do not detract from a sense that the writing task has been accomplished to an extent that the reader can understand.
Not adequate	A less-than-adequate performance will lead the reader to consider that the task has not really been accomplished because the definition of 'adequate performance' has not been met

Twelve scripts were chosen at random for standardisation purposes by the two markers in discussion, then each marker marked the classes assigned to them independently. For moderation purposes, each marker marked six scripts independently from each class assigned to the other marker.

Findings

The results were as follows:

	Not adequate	Adequate	Good	Excellent	Total
BEP	19 (25,3%)	20 (26,6%)	26 (34,6%)	10 (13,3%)	75
Non-BEP	37 (44,6%)	25 (30,1%)	17 (20,5%)	4 (4,8%)	83

It emerges from the above that the performance of the students in the BEP groups was clearlystronger than that of the non-BEP groups.

Analysis of the results by school indicates that the BEP groups had a clear advantage in three of the four schools, with the results being roughly equal in the fourth. This fourth school (in which the BEP and non-BEP results were roughly similar) was set in an area with a significant middle-class professional intake, which offers at least a hint that in respect of writing in Spanish the BEP may have generated most benefit for students from backgrounds that were not socio-economically privileged.

Conclusion: Secondary 2 students' written Spanish – BEP and non-BEP compared

This comparative BEP v non-BEP study arose from the concerns about students' written Spanish expressed by some staff and parents. The performance of the students in the BEP groups was clearly stronger than that of those in the non-BEP groups. It would be reasonable to conclude that the BEP experience has not been detrimental to the Spanish of the students involved and that indeed there are grounds for considering that it may have been beneficial when compared with non-BEP students. However, two words of caution may be appropriate. First, whereas the non-BEP classes were fully mixed-ability, the BEP classes were not quite fully mixed-ability in that a small amount of drop-out

had occurred before Secondary 2. Second, it is worthy of note that 25.3% of the BEP students performance was rated as 'not adquate', as compared with the 44.6% of non-BEP students who were rated as 'not adequate'

STUDY 9:
PERFORMANCE IN AN INTERNATIONAL EXAMINATION

Introduction

In 2008 a first cohort of BEP students took the University of Cambridge IGCSE examination, followed by a second and larger cohort in 2009. The present Study 9 reports on the performance of BEP candidates, particularly in 2009.

Study 9 is unlike the other studies in the present report. In these other studies, the planning, design, data-collection analysis and presentation of findings were the responsibility of the evaluation team. In Study 9, by contrast, the planning, design, administration, analysis and presentation of findings were performed by the IGCSE team itself.

The contribution of the evaluation team to the present Study 9 has been limited to setting the context, drawing on findings which seem most relevant and considering the implications for the BEP.

The evaluation team are most grateful to CIE (Cambridge International Examinations) for giving permission to draw so largely on the report (and on what in our present Study 9 is termed as Table 9.1) which they themselves prepared on the performance of BEP students.

The Cambridge IGCSE

The Cambridge IGCSE examinations are well-known and used across the world. They reflect an international curriculum that seeks to develop students' skills in creative thinking, enquiry and problem solving, and to prepare them for the next stage in their education.

Cambridge IGCSE has wide recognition from higher education institutions and employers around the world as evidence of academic ability.

Schools can offer any combination of subjects. Each subject is certificated separately. Over 70 subjects are available, offering a variety of routes for learners of different abilities. These routes include a **Core route** on which students are eligible for Grades C to G, and an **Extended route** on which students are eligible for Grades A* to E. (An element of calculation and familiarity has to come into deciding which route to take, since students on the Extended route who perform at a level below Grade E do not gain a compensatory grade at any of the Core levels.)

80

So far as languages are concerned, English 1 is for students with English as mother tongue and English 2 is for students for whom English is an additional language. The same distinction applies within the IGCSE scheme to several other languages, so in the case of Spanish there is Spanish 1 (mother tongue) and Spanish 2 (foreign language). The Cambridge IGCSE is officially benchmarked to the national GCSE examination in England, and indeed may now be taken by schools in England instead of the GCSE.

BEP and the IGCSE

In October 2008, the Ministry of Education in Spain was established as the distributor centre for the Ministry/British Council BEP schools. This meant that administrative matters were centrally organised and a coordinator was trained by Cambridge International Examinations (CIE) to manage the processes. Centres had a direct point of contact and support for ensuring the administrative procedures were carried out effectively.

Overall performance of BEP students in 2009

The actual grades were as set out in Table 9.1:

Table 9.1: Grades achieved by BEP students in Cambridge IGCSE (2009)

SUBJECT	A*	A	B	C	D	E	F	G	U	TOTAL
Spanish 1	52	107	130	85	27	1	0	0	1	403
English 1	5	10	48	70	129	82	20	3	13	380
English 2	2	5	31	94	91	42	9	1	21	296
Geography	1	9	31	67	84	58	13	1	0	264
Biology	1	11	5	20	6	3	5	1	0	52
History	0	0	3	5	8	2	7	2	0	27
Mathematics	0	0	1	5	7	0	2	0	0	15
Combined Science	0	0	0	3	2	4	0	0	0	9
French 1	0	0	1	0	0	0	0	0	0	1
Total candidates	61	142	250	349	354	192	56	8	35	1447
Cumulative %	4	14	31	55	80	93	97	98	100	

Commenting on the overall performance of BEP students, the Cambridge IGCSE report states:

A total of 1447 entries from 36 schools were made for IGCSE examinations and 98% of candidates achieved a pass at grades A*-G. The overall pass rate has risen noticeably from 91% last year and the results show a very encouraging performance by candidates. The majority of centres chose to enter candidates for an English examination, Spanish

and Geography but this year a number of centres also entered for Biology and History, with a few candidates entering for Combined Science, Mathematics and French. The range of examinations being taken is evidence of growing confidence in centres with integrating Cambridge IGCSEs into their curriculum. (Introduction section of the Report).

Performance in individual subjects

English

Compared with the results for 2008, the 2009 pass rate (grades A* to G) rose in **English 1** (intended for students with mother tongue English but taken by many BEP students with mother tongue Spanish) from 93% to 97% and in **English 2** (for students whose mother tongue is not English) from 78% to 93%, in both cases with a significantly higher number of candidates than in 2008. In **English 1**, 35% of candidates achieved grades A*-C and, in **English 2**, 45% of candidates achieved these higher grades.

On **English 1**, the report comments that the percentage of higher grade passes is likely to rise further 'with increased familiarity with the approach towards textual analysis and extended writing found in this examination'.

On Paper 1 (core reading) the report comments:

The standard of written expression was mainly satisfactory to good and there were very few scripts indeed in which the candidates' linguistic capacity was so limited that meaning was significantly obscured. Handwriting and presentation were generally satisfactory to good.

In **English 2**, candidates performed well on the listening component in both core and extended tiers.

On Paper 1 the report comments:

The extended writing tasks... were generally well attempted, with many candidates fulfilling the question requirements appropriately and at length.

In **English 1** and **English 2**, candidates who failed to achieve a pass had typically been entered for the Extended tier and were therefore unable to access the lower passing grades of F and G.

Spanish 1

The pass rate for **Spanish 1** (intended for students with mother tongue Spanish) was very high (99.8%) with only one candidate being unclassified. There was an increase in the proportion of candidates achieving the highest grade of A*.

Geography

The report comments that candidates' performance in **Geography** in 2009 showed a marked improvement at all ranges of ability and a 100% pass rate resulted [40% of

candidates obtained a higher grade (A*-C).] The results indicate that centres are becoming increasingly familiar with the demands of the syllabus and are successfully integrating preparation into the curriculum.

Biology

In **Biology** 100% of candidates achieved a pass (A*-G) and 71% a higher grade (A*-C). The examiners commented:

> *Ten centres entered candidates for biology this year and the results were very positive. This is particularly so since teachers had limited familiarity with the syllabus and the approach taken, in particular the focus on practical work.*

On Paper 6 (Alternative to Practical), they remarked:

> *The standard of English was high and the presentation of answers showed good understanding of the question*s.

History

Five centres entered candidates for **history** and this drew the following comment from the examiners:

> *They achieved very positive results with 100% pass rate'. [30% higher grade passes (A*-C)].*

The examiners added the contextual comment:

> *History was identified in a curriculum mapping exercise as a particularly challenging examination for students from the MEC/British Council bilingual schools to attempt due to the range of topics that need to be covered and the approach taken by the examination.*

There is no comment in the report other than statistical on the three subjects which attracted very few entries: **combined sciences** (9-2 centres), **mathematics** (15-3 centres), and **French 1** (1 candidate).

Administration, training and support

To facilitate communication among the schools, a consultation day was held for the coordinators from each centre. Topics covered during the day included administrative information, discussion around entering for a wider range of subjects and access to support materials. During the day there was a request to make information more readily available to parents. As a result a flyer and presentation introducing Cambridge IGCSE were circulated to schools shortly afterwards.

Training sessions led by experienced Cambridge IGCSE examiners were held for teachers of English 1, English 2, Spanish, geography and biology. The sessions included an introduction to the syllabus for teachers from the schools who were entering

candidates for the first time and covered advice and suggestions on relevant classroom activities that help integrate preparation for the examinations into classroom practice.

Examiners leading the training sessions stated they were impressed by the dedication and professionalism of the teachers from these schools.

Conclusions: Performance in an external international examination

Study 9 focuses on the performance of BEP students in the IGCSE. Key points to emerge are as follows. Compared with the 2008 cohort (the first BEP cohort to take the IGCSE), the 2009 cohort showed increases in the number of schools, the number of students and the levels of performance. Some BEP students (with mother tongue Spanish) ventured to take English 1 (intended for students with mother tongue English) and performed with success. The performance in Spanish 1 (for students with mother tongue Spanish) was high. The performance in content subjects, especially Biology, History and Geography (all examined in English), showed that BEP students were able to tackle successfully subject matter in their additional language that was cognitively demanding.

PERCEPTIONS

The focus in this chapter is mainly on the perceptions of the BEP held by different groups of stakeholders:

- **Study 10:** Perceptions of BEP students in Primary 6 and ESO2 (Secondary 2)
- **Study 11:** Perceptions of parents of students in Primary 6 and ESO2 (Secondary 2)
- **Study 12:** Perceptions of Primary School Class Teachers
- **Study 13:** Perceptions of Secondary School Class Teachers
- **Study 14:** Perceptions of Primary School Head Teachers
- **Study 15:** Perceptions of Secondary School Head Teachers, and finally
- **Study 16:** Management issues

In addition, certain Studies contain some background information on the respondents which may offer some insight into the context in which their perceptions have been formed.

For reasons of space as already stated in Chapter 1, it is not possible in the present Report to discuss any Study in detail or at length. The emphasis here is on presenting the findings at this stage as 'low inference' factual information, with little statistical processing or interpretation. In the Supplement, to be published separately and subsequently, we will aim to provide further detail on research procedures and analysis.

STUDY 10:
STUDENTS' PERCEPTIONS IN PRIMARY 6 & ESO2

Introduction

The main source of data on students' perceptions arises from a questionnaire which was administered to students in Primary 6 and ESO2. This constitutes the main part of the present Study 10.

In addition, however, we provide complementary information on Primary 6 pupils' perceptions as collected during the oral interviews in English. In Study 6, pupils' performance in English language is reported, whereas in the present Study 10 we focus on their perceptions of the BEP as expressed during these same interviews.

QUESTIONNAIRE STUDY: PRIMARY 6 & ESO2

Aim

Study 10 had the following main aim:

- To investigate the perceptions of BEP students in Primary 6 and Secondary 2 in respect of a range of topics associated with their bilingual education.

The two year-groups of Primary 6 and Secondary 2 were deliberately chosen for two main reasons:

- Primary 6 is the final year of primary school, and this made it possible to build up a picture of perceptions as they had developed by the end of children's primary school education; and Secondary 2 would show what students' perceptions were like after they had had almost two years in which to settle into the different routines of secondary education. It should be emphasised, however, that this was a cross-sectional study, with data from Primary 6 and Secondary 2 being collected at the same time. It was not a longitudinal study following the same students from Primary 6 through to the end of Secondary 2.

- Other studies (Studies 1-4, Studies 6-8, Study 16) within our overall set of sixteen studies also featured Primary 6 and/or Secondary 2, and thus we would be able to generate a wider understanding of what was happening within these two vitally important year-groups.

Nature of the study

It was decided to collect data from Primary 6 classes in four primary schools within Sample A, and from ESO2 classes in the four secondary schools which were associated with these, in each case one class per school. None of the schools could be considered as being located in a community that enjoys marked socio-economic advantage.

We had another reason for preferring to work with the number of schools we chose, namely quality and unobtrusiveness of data-collection. If we had decided on a larger number of schools, we would have had to send the questionnaires out electronically or by post and requested that the schools make the arrangements for giving them out, explaining what was to be done, taking the questionnaires in and returning them to the evaluation team. This would have added to the burden on school staff who were already very busy. In addition, it would have been highly likely to yield a less than full return which might in turn have compromised the reliability of the study. Moreover, we would not have been able to exercise any quality-control over the way in which the questionnaire was administered, and there might have been some undesirable variation in this from one school to another.

By deciding on 4 + 4 schools, we were able to ensure a high quality of standard procedure, in that a Spanish-speaking member of the evaluation team went to each of the schools and administered the questionnaires herself. This meant that the school staff would not be asked to do any additional work on behalf of the evaluation, and that she herself

would ensure that roughly the same amount of time was made available to each class, that the same things were said to all classes before they began, e.g. guarantees of anonymity for each student and each school, that any questions they wished to ask at the start could be answered authoritatively and in the same way, that the questionnaires could be collected and put straight into sealed envelopes (therefore not available to any persons in the school other than the member of the evaluation team) and that a 100% return would be obtained. The evaluation team considered that these were powerful advantages arising from their chosen procedure.

The numbers of students participating in the study were: Primary 6: 217 students (99 girls, 118 boys); and Secondary 2: 165 students (83 girls, 82 boys).

The questionnaire was in Spanish for the primary pupils, but secondary pupils were provided with two identical questionnaires in English and Spanish for them to use the language of their choice. However, some pupils answered the open-ended questions in English.

Table 10. Language used in the open-ended question

PRIMARY YEAR 6

Language used	Female / Male	N/A
English	2 / 1	0
Spanish	96 / 117	0
Both	0 / 1	0

SECONDARY YEAR 2

| Language used	Female / Male	N/A
English	15 / 19	1 / 2
Spanish	66 / 55	0
Both	1 / 6	0

Item 21 asked the pupils in an open question to comment on what they like/dislike about the bilingual programme. There were a high number of responses from the pupils, as illustrated in Table 4 above. Spanish was the preferred language for responding to the question among primary pupils, and only three pupils used English. Unlike those for primary schools, the secondary school questionnaires were bilingual, and pupils were free to choose from any of the two languages of instruction. With these, the answers were also mainly in Spanish. Only 15 girls (over 18 per cent of all females) chose to respond in English, together with 19 boys (over 23 per cent of the males.

Key findings

The following ten tables present key findings of the questionnaire study. In each case the figures given are percentages of the number of responses received for the particular item.

1. Happiness with their BEP experience

This item asked P6 and ESO2 students to rate the extent to which they were happy or otherwise with their BEP experience.

VH = Very Happy   H = Happy   N = Neutral   NH = Not Happy   NaaH = Not at all Happy
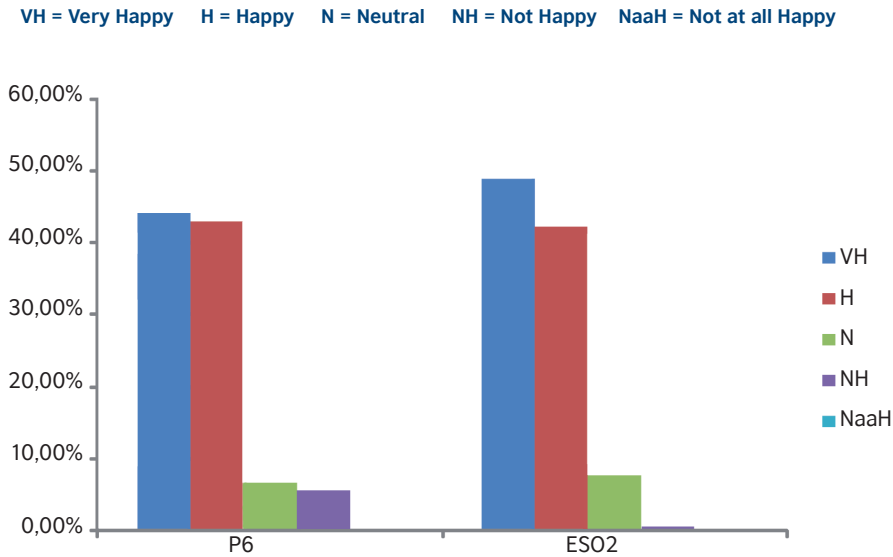
The great majority of P6 and ESO2 students are happy or very happy with their BEP experience.

2. Interest aroused by their BEP experience

This item asked them to rate the extent to which they had found their BEP experience to be interesting or otherwise.

VI = Very Interesting   I = Interesting   N = Neutral   NI = Not Interesting   Naal = Not at all Interesting
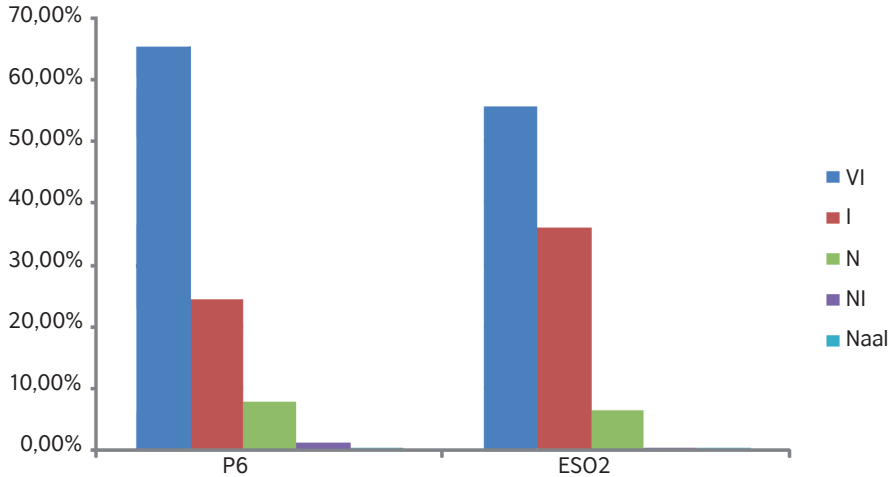
The great majority of students find their BEP experience to be interesting or very interesting.

3. Usefulness of BEP experience

This item asked them to rate the extent to which they thought their BEP would be useful for their further studies and career.

VU = Very Useful   U = Useful   N = Neutral   NU = Not Useful   NaaU = Not at all Useful
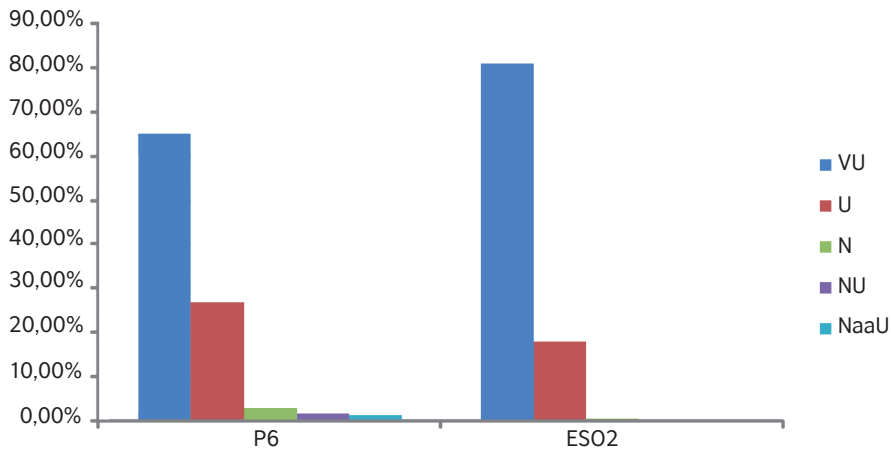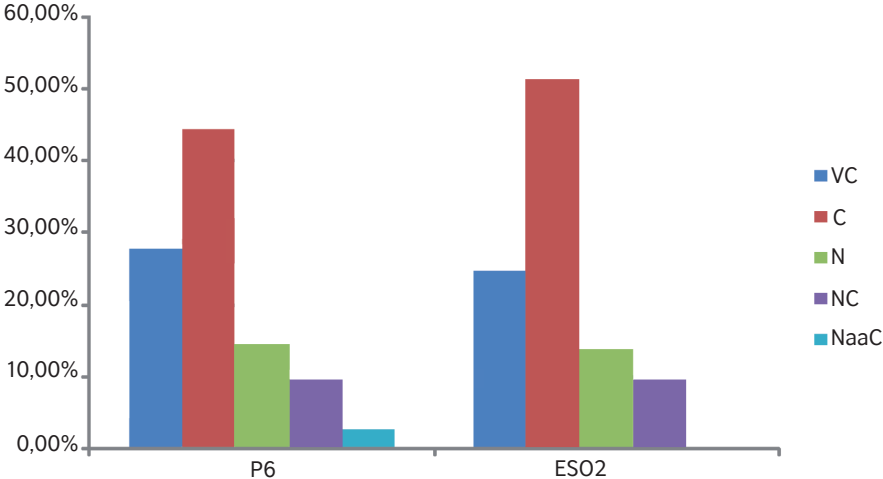

The overwhelming majority perceives their BEP experience to be useful or highly useful.

4. Confidence while learning through English

This item asked them to indicate how confident or otherwise they felt while learning other subjects in English.

VC = Very Confident   C = Confident   N = Neutral   NC = Not Confident   NaaC = Not at all Confident

A clear majority is confident or very confident while learning through English, with only a small minority holding a negative view.

5. Confidence in Self

This item asked each student if the BEP had helped them develop self-confidence.

DY = Definitely Yes   Y = Yes   N = Neutral   No = No   DNo = Definitely No
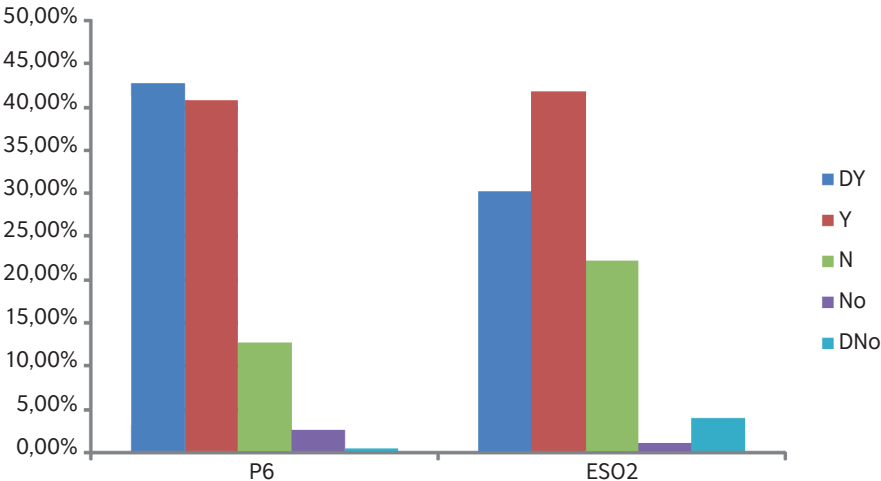
A clear majority believes that the BEP has helped them develop self-confidence, with only a small minority holding a negative view.

6. Broadening understanding of subjects learnt at school

This item asked students if the BEP had helped them, or not, to broaden their understanding of subjects they were studying at school, e.g. science, history.
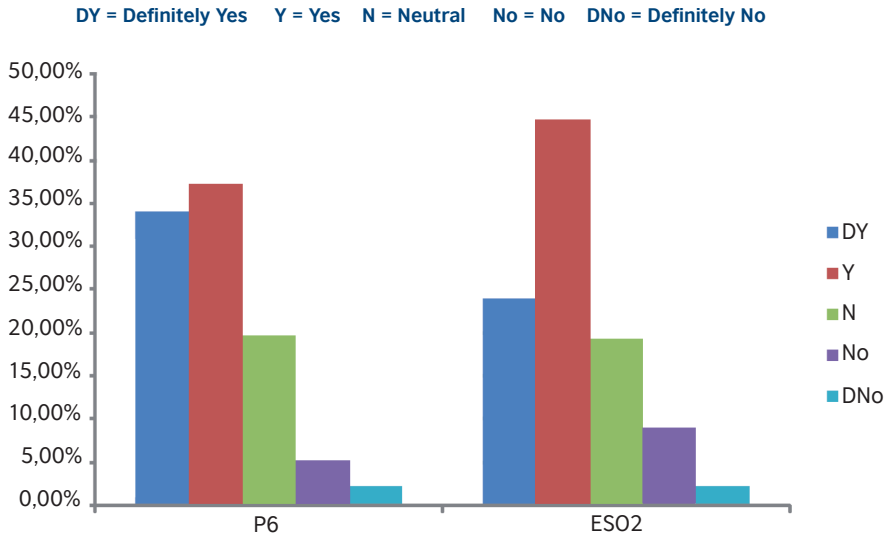
DY = Definitely Yes   Y = Yes   N = Neutral   No = No   DNo = Definitely No

A clear majority believes that the BEP has helped them broaden their understanding of subjects learnt at school, with only a small minority holding a negative view.

7. Broadening understanding of Europe

This item asked students if the BEP had helped them, or not, to broaden their understanding of Europe.

DY = Definitely Yes   Y = Yes   N = Neutral   No = No   DNo = Definitely No
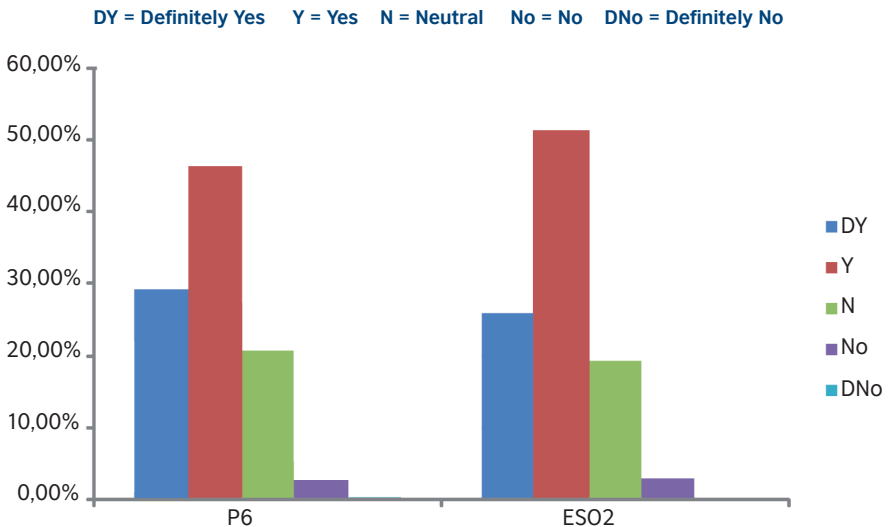
A clear majority believes that the BEP has helped them broaden their understanding of Europe, with only a small minority holding a negative view.

8. Broadening understanding of Spain

This item asked them if the BEP had helped them, or not, to broaden their understanding of Spain.
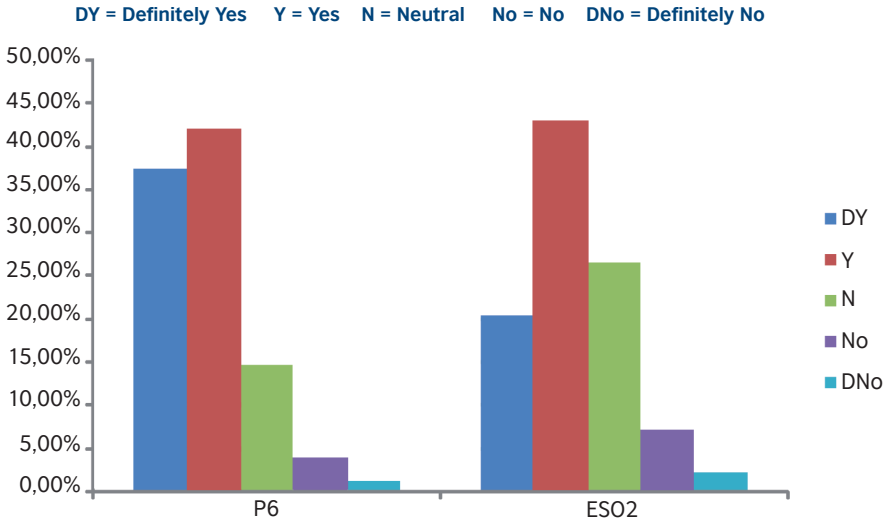
DY = Definitely Yes   Y = Yes   N = Neutral   No = No   DNo = Definitely No

A clear majority believes that the BEP has helped them broaden their understanding of Spain, with only a small minority holding a negative view.

9. Ability in Spanish

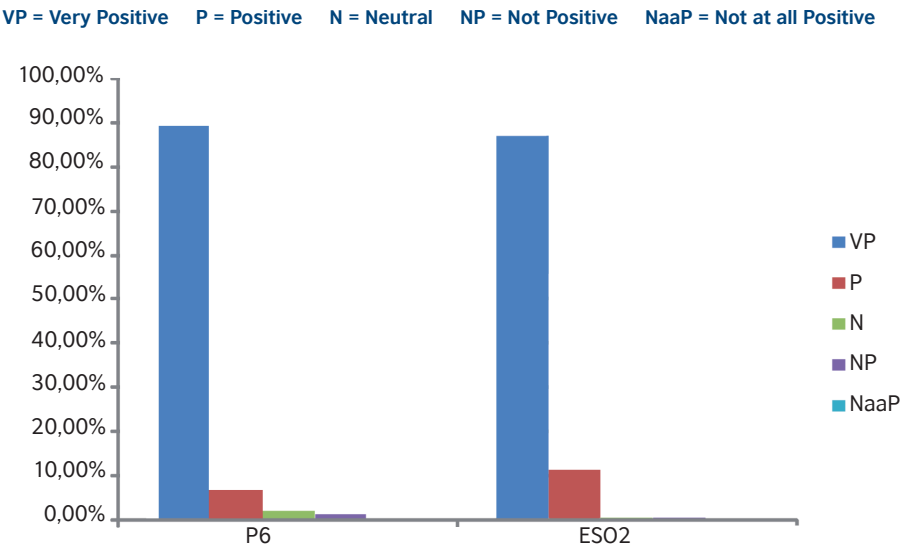This item asked them to rate their overall ability in Spanish.

VP = Very Positive   P = Positive   N = Neutral   NP = Not Positive   NaaP = Not at all Positive

The overwhelming majority has a very positive view of their ability in Spanish.

10. Capacity to study abroad successfully

This item asked students if the BEP had helped them, or not, to feel they could study successfully abroad at some point in the future.

DY = Definitely Yes   Y = Yes   N = Neutral   No = No   DNo = Definitely No
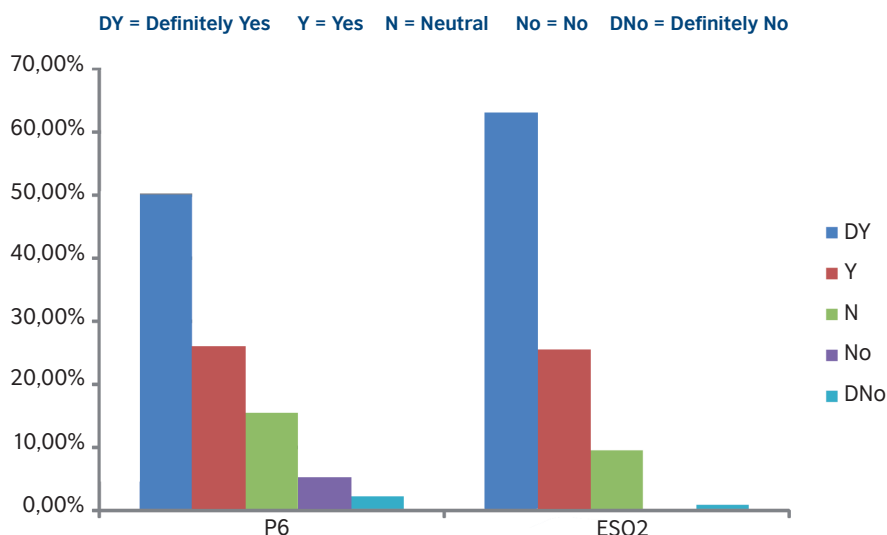
A clear majority believes the BEP has helped them to feel they can study abroad successfully in the future. ESO2 students are more aware of this than those in P6.

Additional findings

The questionnaire generated a number of additional findings which are summarised below. Each item offered a five-point scale of response, reflecting Very Positive (VP), Positive (P), Neutral (N), Not Positive (NP) and Not at all Positive (NaaP). In each case below, we present the combined V + VP percentages and also the combined NP+ NaaP percentages of P6 and of ESO2 students. (The middle position of 'Neutral' is not given here).

11. Self-rating of abilities in English

	VP+P		NP+NaaP	
	P6	**S2**	**P6**	**S2**
Understanding people when they speak fluent English	65,9%	73,3%	10,6%	2,4%
Speaking English	55,1%	52,7%	24,6%	11,5%
Reading material in English, e.g. textbooks, stories, articles	65,4%	82,3%	12,9%	2,4%
Writing in English, e.g. letters, reports, stories	67,1%	69,7%	2,5%	4,9%

Students in both P6 and ESO2 hold positive views of their abilities in English. The speaking skill is the one which both groups consider to be least highly developed. ESO2 students hold clearly more positive views than P6 students in respect of their listening and reading comprehension abilities.

12. Contextual factors

For the following contextual items, responses were on a five-point scale: Very Often (VO), Often (O), Sometimes (S), Rarely (R) and (Never (N). In each case below, we present the combined VO+O percentages for P6 and ESO2 students and also the combined R+N percentages. (The middle position of 'Sometimes' is not given here).

	VO+O		R+N	
	P6	S2	P6	S2
Use of computer at school in past six months for learning and using English	32,8%	24,2%	30,2%	28,5%
Use of computer out of school in past six months for learning and using English	36,4%	46,0%	27,6%	17,6%
Opportunity to speak English in past three years in Spain with students whose first language is English	16,6%	14,6%	63,0%	50,9%
Opportunity to visit a country in past three years where English is first language	3,7%	3,6%	86,9%	87,9%

Students in both P6 and ESO2 use computers out-of-school more than at school for learning and using English, though the extent of use cannot be described as substantial. Not many in either group have opportunities to speak English in Spain with students whose first language is English. Only a small minority have had the opportunity to visit an English-speaking country.

In their own words

Students were additionally invited to express their opinions of the BEP in Spanish or English in their own words. In keeping with their responses to Questions 1-20, their views were strongly positive. In order of frequency, the views which emerged from our analysis of key words & phrases and then grouping these to form larger categories were:

- The crucial role of English in the expectations students have for their future after school

- Awareness that they are learning an important language that will enable them to communicate with people worldwide

- The sense of achievement that their language ability has improved as a result of the BEP

- Great interest for the target language, the culture and the speakers of the language

- They also provided other positive responses about the bilingual programme, e.g. the classroom atmosphere in the lessons, and expressed intention of continuing with the BEP.

The following quotes from students are representative of their views:

Me ha parecido muy bien poder hablar dos lenguas, porque gracias a eso podré tener un futuro mejor.

I think it is good to be able to speak two languages, because thanks to that, I will have a better future. (Primary male)

El inglés es un idioma que se habla en muchos países y al viajar también sirve mucho.

English is a widely spoken language and also useful for travelling. (Primary female)

Pienso que el programa bilingüe me ha ayudado mucho porque ahora comprendo el inglés y soy capaz de leer, escribir y hablar bien en inglés.

I think the bilingual programme has helped us a lot because now I can understand English and I'm able to read, write and speak good English. (Secondary male)

Por estudiar inglés tenemos más excursiones, salidas en las que se habla inglés ya que podemos hablar con nativos, nos enseñan pronunciación y cosas útiles.

Because we study English, we have more school trips where English is spoken, and we can talk with native speakers and teach us pronunciation and useful things. (Secondary female)

Es una experiencia muy buena y así sé muchas cosas de Inglaterra.

It's a good experience where we learn many things about England. (Primary male)

Me ha encantado este proyecto y pienso seguir haciéndolo en el instituto y si puedo también en Bachillerato.

I love this (bilingual) project, and I want to go on doing it at secondary school and if I can, also in Baccalaureate) (Primary female).

A small number of concerns were expressed, e.g.

Algunas veces las asignaturas son más difíciles en inglés, pero se puede llevar bien.

Sometimes the English subjects are more difficult, but you can easily cope with it (Primary female)

En las materias como Historia y Geografía o Ciencias Naturales al darlo en inglés damos menos materia, pero por lo general a mí el proyecto me encanta.

In subjects like History or Geography, since English is the language of instruction, we learn less content. But in general, I love the project. (Secondary female)

Yo no provengo de un colegio bilingüe, a mí me cuesta más entender las cosas.
I do not come from a (primary) bilingual school, for me it is more difficult to learn things (Secondary male)

Cuando mi profesora de inglés me habla en inglés yo la entiendo, salvo cuando estamos hablando de algo nuevo no me entero mucho.

When my teacher speaks to me in English, I understand her, but if we are learning a new topic, I don't understand much. (Primary female)

La educación bilingüe a algunos les puede gustar, pero a mí no me gusta mucho.

I think that some people may like bilingual education but I don't like it very much. (Primary male)

La única desventaja es que cuando me voy de la escuela tengo que esperar al día siguiente para poder volver a practicar inglés en clase.

The only disadvantage is that after school, I have to wait until the next morning to be able to practise my English. (Primary female)

Una desventaja es que tenemos séptima hora y bueno pues cuesta al principio.

A disadvantage is that we have an extra lesson (as opposed to the students who are not enrolled in the project) and, well, it takes a bit to get used to it. (Secondary male)

PUPILS' INSIGHTS AS REVEALED IN THE STUDY 6 ORAL INTERVIEWS

This part of Study 10 drew on interviews with 72 additional Primary 6 pupils, 34 boys and 38 girls, from all eight schools featuring in Study 6. Thereby, it adds to the numbers of pupils' whose perceptions were sought and provides information which is complementary to that generated through the questionnaire.

Task 1: Talking about the BEP experience

What pupils had to say in respect of **Task 1** was directly relevant to **Aim 3** of the present study, in that it offered insight into pupils' perceptions of the BEP.

The pupils were very positive about the BEP experience. They frequently appreciated opportunities to be actively involved in speaking in lessons in English.

When asked what they most enjoyed, about a fifth mentioned science (particularly experiments[1]) in English as a highlight. In one school, six pupils said they most enjoyed using computers to send messages via a 'computer forum' to people abroad (the forum is promoted by the BEP coordinator in this school) and in another three schools pupils said they had enjoyed using PC tablets in English. In another school, six pupils mentioned a 'Roman newspaper' they had produced recently in groups covering topics such as the Punic Wars[2]. Six pupils in another school mentioned songs as something they had enjoyed most in language and literacy lessons. Hands-on activities, such as art lessons in English and following instructions in English to bake a cake in language and literacy lessons, were each mentioned by three pupils respectively.

When asked what they liked least, pupils usually seemed surprised by the question. Hardly any pupils came up with a specific example (apart from the usual groans 'homework'

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1. Six of the eight pupils who specifically mentioned experiments were in the same school which provides extensive hands-on experience of experiments.

2. This school is in a city with a prominent Roman history and visible remains such as a theatre.

and 'exams'!), although one group suggested that some of their peers struggled to understand from time to time in some lessons.

In response to the question 'Do you think that the [BEP] experience will be useful to you when you leave school?)', the range of comments was limited in most cases to saying that they would know more English than non-BEP pupils from other schools on entering secondary education. Eight mentioned English as a world language/*lingua franca*, but most could not look beyond having an advantage in English at the secondary school. Eight thought that a wider range of jobs would be open to them, but most pupils had not really thought that far ahead at this stage. About half said they had a future career in mind at this age and the ones stated were probably more aspirational than realistic in some cases – examples:

> **'teacher (10), doctor (4), vet (2), scientist (4), policeman/woman (4), footballer (2) archaeologist, information technologist, architect, businessman, mechanic, hairdresser, basketball player'.**

Task 3: Talking about Science

Pupils mentioned a range of science topics that had interested them: **'the human body (reproductive, digestive, respiratory, nervous systems etc); plants - e.g. photosynthesis - and animals; types of energy; solids, liquids and gases; healthy lifestyles (diet, avoiding drugs); ecosystems (pollution)'.**

In one school, pupils recalled history topics **('pre-historic nomadic peoples; the Romans')** more readily than science topics, probably because they had done more work on history recently. In another, five pupils outlined features of the geography of the UK. The area of c*onocimiento del medio* comprises science, history and geography and there is a tendency in the schools to use 'science' as a shorthand term for this curriculum area as a whole. The three strands in the area tend to be taught by the same teacher and the schools spend most time on science; history and geography tend to be covered in blocks at different times of the year.

Task 4: General conversation

The general conversation was used partly to encourage pupils to talk about a wider range of topics if they wished and partly to prompt use of language not covered sufficiently by their earlier contributions on other topics, such as narrating past events (e.g. the previous holidays), referring to the future (e.g. the forthcoming holidays) or describing (e.g. description of a classmate for the others to identify).

Most of the pupils apparently spend their holidays with their extended family somewhere in Spain, and quite often in the same province where they live (and seven pupils had not been away from their town at all during the previous summer), so the range of experiences about which most could talk was not extensive. Only a few had travelled abroad during the holidays: three to Disneyland France; three visiting relatives in Ecuador, Italy or Poland; one each to Amsterdam, Dublin, London, Rome.

Conclusions: Perceptions of BEP students

The questionnaire study and also the oral interviews in English taken together show that the great majority of students in Primary 6 and Secondary 2 had developed clearly positive attitudes to their BEP. They found the bilingual programme especially interesting and they expressed their satisfaction with it. With regard to gender differences, female pupils seemed to be slightly more enthusiastic than males. Three-quarters of the respondents, regardless of their gender, felt confident in learning through English.

Students felt the BEP had helped them broaden their understanding of other subjects, and a motivating factor was the sense of success in learning other subjects through the medium of their additional language. They did not feel that their Spanish language skills had been compromised by their participation in the BEP.

They felt rather more confident in the receptive skills (listening and reading) than in the productive skills (speaking and writing).

In general, pupils felt that they were not making frequent use of ICT resources available at school such as interactive whiteboards, though there were differences across schools. Overall, students seemed to be using the internet outside school more often, particularly, a third of the secondary pupils admitted making frequent use of it to improve their English.

Students strongly believed that English would bring benefit to their future studies and their eventual career. They were well aware of the considerable effort needed in becoming bilingual in an essentially monolingual environment (they had little opportunity to use their English outside school and most had never visited an English-speaking country[3]).

The secondary students' main concerns were related to studying content subjects in English, specifically the complexities of content words or the nature of the syllabus they learn as opposed to pupils in monolingual schools. Similarly, primary pupils expressed concern regarding their abilities in the target language, in relation to specific language skills. Newcomers to the BEP seemed to have more problems. Interestingly, their negative comments were often followed by a positive remark, and pupils who did not like the BEP were a minority.

STUDY 11:
PARENTS' PERCEPTIONS OF THE BEP

The evaluation team considered it essential to seek the views of parents whose children were participating in the BEP. However, it was not clear to the evaluation team how best they might achieve this, and after consultation with, and with the co-operation of, the

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3. Only five of the 72 students interviewed for Study 6 had ever visited an English-speaking country and none spoke English as a home language.

Ministry and the British Council, it was decided to do so by first seeking the collaboration of school Head Teachers and through them the Parents' Associations of particular schools.

All of the information sent out by the evaluation team emphasised the independence of the evaluation, gave assurances as to confidentiality and anonymity and was signed by the Director of the evaluation.

It was decided to focus on four primary schools and their associated four secondary schools drawn from the inner sample. In addition, it was decided to focus on parents of students at Primary 6 and parents of students at Secondary 2, because this would allow information arising from the parental survey to be added to the picture of these two key year-groups as built up through other studies of the present report which focus on one or other or both of Primary 6 and Secondary 2 (i.e. Studies 1, 2, 3, 4, 6, 7, 8, 10).

The above procedure proved effective, generating 94 responses from parents of students in Primary 6 and 102 responses from parents of students in Secondary 2.

Aims

There were four aims for Study 11:

Aim 1: To gauge parents' overall views of the BEP as it applied to their child in Primary 6 or Secondary 2 (Items A and 1B of the questionnaire)

Aim 2: To gauge parents' responses to specific key aspects of the BEP (Items 2-11)

Aim 3: To explore parents' perceptions concerning their child's bilingual education, in comparison with other children (if any) in the family (Items 12-14)

Aim 4: To obtain background contextual information (Items 15-21)

The questionnaire consisted of 21 items.

- **Items 1-11** were quantitative and invited parents to express their perceptions on a five-point scale.
- **Items 12-14** were open-ended and invited parents to express their perceptions in their own words.
- **Items 15-21** sought factual information by means of parents ticking a particular box or inserting a word or short phrase.

The items were as set out below. They are given here as slightly condensed questions (to save space). The full version of the question for Item 2, for example, reads as: 'has the BEP helped your child to make progress in English?'.

Findings

Perceptions of parents of students in Primary 6

The perceptions of parents of students in Primary 6 are set out below.

Aim 1

- The vast majority of parents (88.3%) held a favourable or very favourable view of the BEP and only four parents out of 94 held an unfavourable or very unfavourable view.

Aim 2

- The proportion of parents (86.2%) who believed that the BEP had contributed to their child's proficiency in English was close to the overall satisfaction rate in Aim 1.

- Over half the parents (55.4%) believed studying other subjects in Spanish had helped their child's progress in these subjects, and more than two-fifths (42.6%) of parents believed that studying other subjects in English had helped progress in these subjects.

- Over three-fifths of parents (63.8%) believed the BEP had helped their child to understand other countries better, but under half the respondents (43.6%) believed that the BEP had enabled their child to make contacts with other countries.

- The items about the contribution of the BEP to the child's personal development and career prospects drew positive responses from over 60% of respondents.

Aim 3

General comment on the BEP

- Just under half the parents (46/94) offered comment. Although parents generally agreed that their child's speaking skills in English had benefited generally from involvement in the BEP, some reservations were expressed about some aspects of students' English, such as grammar and writing.

- The (reducing) availability of native speakers of English in the classroom was clearly a concern for a significant minority.

- Concern was also expressed about the impact of the BEP on the content subjects, particularly science.

Parents with another child involved in the BEP

- A fifth of respondents (20.2%) were in a position to answer this question. The answers in some cases were too generalised or unclear for a pattern to be identified, but there was a slight tendency to imply that the provision and/or quality had been better formerly.

- The (reduced) availability of native speakers in the classroom was again mentioned and there were further references to other aspects of English, such as the learning of grammar.

Parents with another child not involved in the BEP

- Only three respondents said they were in this situation: two of the three felt that the child not following the BEP was doing/had done better than the one in the BEP.

Aim 4

- The numbers of students referred to in the parental questionnaires were evenly balanced between girls and boys (47-46).

- In most cases (62) the mother responded on the half of both parents. The parents were usually of Spanish nationality (88) and spoke Spanish at home (91). Few of the students have visited an English-speaking country (10), but over one third of the parents (35/93) claimed that English was spoken at home at least occasionally. This proportion is surprisingly high but may possibly be attributed to parents using English from time to time to help their children with homework etc.

- Eight of the children had studied on the BEP for four years or fewer.

Perceptions of parents of students in ESO2 (Secondary 2)

The perceptions of parents of students in Secondary 2 are set out below.

Aim 1

- Eighteen parents (17.6%) said their child was not on the BEP during primary school education and therefore they were unable to answer this question. The vast majority of parents who responded (71/84 = 84.5%), held a favourable or very favourable view of the BEP [a proportion similar to that of P6 parents (88.3%)] and only seven parents held an unfavourable or very unfavourable view.

- The proportion of ESO2 parents holding a favourable view of the BEP in secondary was higher: 94/102 (92.2%).

Aim 2

- The proportion of parents (92.2%) [P6 parents 86.2%] who believed that the BEP had contributed to their child's proficiency in English was similar to the satisfaction rate in Item 1B above (overall view of child's bilingual education at secondary school).

- Two-fifths (43.1%) of parents believed that the BEP had contributed to their child's proficiency in Spanish (P6 parents 31.2%] and a similar proportion (42.2%) believed that it had helped their child's understanding of Spanish culture [P6 parents 38.0%].

- Almost three-fifths of parents (58.8%) believed studying other subjects in Spanish had helped their child's progress [P6 parents 55.4%), and more than two-fifths (44.1%) of parents believed that studying other subjects in English had helped progress [P6 parents 42.6%].

- Almost four-fifths of parents (79.4%) believed the BEP had helped their child to understand other countries better [P6 parents 63.8%], and about two-thirds (66.7%) of the respondents believed that the BEP had enabled their child to make contacts with other countries [P6 parents 43.6%].

- The items concerned with the contribution of the BEP to the child's personal development and career prospects drew positive responses from over roughly four-fifths of respondents of respondents [P6 parents about three-fifths].

Aim 3

Comments about the bilingual education which child is receiving

- Thirty-eight of the 103 parents responding (36.9%) took up this invitation. Responses varied in length (ranging from a short sentence to three paragraphs) and linguistic sophistication. Ten expressed no reservations about the BEP and several of these were very enthusiastic. Six indicated they regarded the BEP as an investment in the students' future life and career.

- Where parents expressed reservations about one aspect of the BEP, this was often accompanied by a positive comment about another aspect.

- Few of the comments were specifically about students' proficiency in English. Five responses emphasised the students' command of English, four specifically noting speaking/ listening as a strength. Three parents believe their child's grasp of grammar was weak and one commented that students struggled to follow recorded speech as opposed to their own teacher.

- There was some unease that the progress in English in primary school had not been built upon (see below).

- Nine respondents were concerned about progress in the content subjects: they felt their children made less progress than children in non-project groups, or at least experienced difficulty in articulating (say) scientific ideas in Spanish. Three expressed concern by implication that their child's overall progress was affected by having to study through the medium of English. Three were concerned that studying other subjects through English reduced the parents' scope to monitor and support their child's studies, particularly homework.

- Concerns were expressed about the amount and quality of teaching in English. Seven respondents stated that exposure to native speakers was reduced after primary school and more native speakers should be employed in secondary. Two responses pointed to the need for upskilling in English for teachers specialising in subjects other than English. Three parents believed more should be done to arrange visits and exchanges abroad.

- Six responses referred to cutbacks in resources resulting in fewer lessons in English (e.g. in science) or larger class sizes.

Parents with another child involved in the BEP

- Seventeen parents completed Question 13. Twelve had daughters and five had sons in ESO2.

- Not all the respondents indicated whether the sibling was younger or older or in which years of primary or secondary education they were studying or had studied. Of those which indicated, the sibling was younger in 11 cases (10 boys, one girl) and older in one case (boy).

- Seven respondents were happy or very happy with the BEP and two thought that provision had improved since their first child had gone through the programme.

- Reservations expressed mainly concerned staffing changes (6), usually linked to the availability of native speakers as teachers. The presence of native speakers was associated with better pronunciation. One parent pointed out that staff without a full command of English tended to teach by the textbook and offer few explanations. Two parents referred to a reduction in the number of classes delivered through English in primary schools.

- Two parents offered the view that the secondary school did not foster the BEP as well as the primary school.

Parents with another child not involved in the BEP

- Six parents responded to Question 14. Two referred to a specific child. One mother stated that her other daughter not in the BEP was receiving a good education, but not as good as that offered within the BEP. In the other case, the mother indicated that her child's English was very deficient compared with that of her sibling within the BEP.

- The other four responses offered an opinion, although they did not explicitly refer to another child in education outside the BEP. The opinions offered were:
  – the BEP prepares children better for the future in Spain or abroad
  – BEP staff work more closely with students and raise them to a higher level more schools should offer the BEP
  – bilingual education is better and should involve all subjects except mathematics and Spanish language.

Aim 4

- Six parents did not respond to this section.

- The numbers of students referred to in the parental questionnaires included slightly more girls than boys (52-45).

- In most cases (67) the mother responded on behalf of both parents. The parents were usually of Spanish nationality (82) and spoke Spanish at home (89). About a quarter of the students (27) had visited an English-speaking country, but over a third of the parents (35) claimed that English was spoken at home that least occasionally.

- About a third (33) of the students had studied on the BEP for four years or fewer.

Conclusions: Perceptions of parents

Study 11 focuses on the perceptions of parents of BEP students in Primary 6 and Secondary 2. The great majority of parents of students in Primary 6 and also parents of students in Secondary 2 perceived their child's BEP education in clearly positive terms. The most obviously positive aspect was their child's proficiency in English, and in addition there were positive perceptions of their

child's better understanding of other countries, personal development and career prospects. Both sets of parents had concerns which they wished to express. Concerns common to both groups were related to their child's command of grammar (though it was not clear whether this referred to Spanish or English or both), to a perceived reduction in the availability of native-speakers of English and of resources for the BEP more generally, and of the impact of the BEP on their child's learning of important content areas. Differences between Primary 6 and Secondary 2 parents were not substantial.

STUDY 12:
PRIMARY SCHOOL CLASS TEACHERS' PERCEPTIONS

The evaluation team considered it important to seek the perceptions of primary school classroom teachers, given that it was they who had the task of teaching on their school's BEP programme.

During the many visits which the evaluation team made to primary schools, there were opportunities to observe classes and to have informal discussions with class teachers. These were helpful in providing initial insights into the class teachers' perceptions. Nonetheless, it was considered useful to develop a questionnaire instrument which would go to a large number of classroom teachers at the same time and which would collect their perceptions in a more systematic fashion.

Aims

A questionnaire was developed which had the following four broad aims:

Aim 1: To collect background information on the teachers

Aim 2: To gauge their perceptions of the benefits or otherwise of the BEP

Aim 3: To identify factors which they considered might be influencing the BEP

Aim 4: To gain insight into what they perceived as being other important issues arising from their participation in the BEP

The questionnaire was sent in electronic form to Head Teachers in the 24 sample primary schools, with the request that it be passed on to class teachers, along with a covering letter which invited them to complete the questionnaire and return it. This was done in such a way that it was not possible for the evaluation researchers to identify the teacher or the school, in order to maximise anonymity.

Findings in relation to Aim 1

Completed questionnaires were returned by 102 class teachers (80F, 21M, 1 not indicated), which the evaluation team considers to be a very good return.

- The nationality of the teachers was: Spain 80, UK 15, USA 3, Argentina 1 (dual nationality with Spain), Ireland 2, not indicated 2.
- The categories of teaching were: AL 31, FSPF 8, FCPF 60[4], other 3.
- Of these teachers, 39 reported that they taught one year-group, and similarly 28 taught 2 year-groups, 22 taught 3 year-groups, 4 taught 4 year-groups, 2 taught 5 year-groups and 6 taught 6 year-groups. There were 8 teachers who taught infants, 45 who taught Primary 1, 38 who taught Primary 2, 35 who taught Primary 3, 30 who taught Primary 4, 31 who taught Primary 5 and 35 who taught Primary 6.
- All of the following curricular areas were represented in the responses: Art /Art & Design / Arts & crafts; Physical Education; English / English Literacy / Phonics; Science; History; Geography; Drama; ICT; Library.

Findings in relation to Aim 2

A key purpose of the questionnaire was to establish the extent to which the class teachers perceived the BEP as being beneficial or otherwise for pupils, teachers and school. **Table 12.1** sets out the responses received from the 102 teachers. The responses are given in percentage terms. The percentages do not necessarily add up to 100%, since in a very small number of cases a particular questionnaire item did not receive a response:

Table 12.1: Extent to which class teachers perceive BEP as being beneficial or otherwise					
How beneficial or otherwise has BEP been…	Not at all beneficial	Not beneficial	Neutral	Beneficial	Highly beneficial
Q10… for pupils?	0	0	1%	10,8%	85,3%
Q11… for teachers?	0	1%	1%	26,5%	70,1%
Q12… for schools?	0	0	0	17,7%	81,4%

The questionnaire also contained a number of open-ended items which allowed teachers the opportunity to explain in their own words the reasons for their choice. These include the following sets of perceptions, with the numbers (not percentages) in brackets indicating the number of mentions earned by the matter in question out of a total of 102 possible responses to each particular item.

Primary School class teachers' perceptions of how beneficial or otherwise the BEP has been for pupils

Overwhelmingly, class teachers considered that the BEP had been highly beneficial or beneficial, as is demonstrated by **Table 12.1** above.

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4. AL *asesor lingüístico*; FSPF - *funcionario sin plaza fija*; FCPF - *funcionario con plaza fija*.

- The main benefit was perceived as being to the children's language competence (82), taking the form of benefit to their proficiency in English as exemplified by various aspects such as pronunciation, grammar, vocabulary, communication skill, listening, but also more general benefit to their awareness and knowledge of language, e.g. learning to attend to meaning or form, learning to express oneself in different ways, learning to function bilingually.

- In second place was benefit to the children's cognitive development (41), exemplified by qualities such as flexibility, open-mindedness, learning to think before doing, development of learning strategies, acquiring a disciplined approach to learning.

- In third place was benefit to children's social and cultural development (27), exemplified by qualities such as tolerance of other ways of life, learning respect for others, ability to develop new relationships.

- In fourth place was motivation (25), including positive perceptions, self-confidence, sense of achievement, high interest levels.

There were other perceptions which, though not as numerous as those already described, nonetheless gained support, for example:

- The BEP introduces children to different classroom methods which are not normally encountered in Spanish schools (19)

- It gives children the advantage of an early start and a more natural way of acquiring language (15)

- It gives them invaluable exposure to teachers who are native-speakers of English (9), e.g 'speaking to someone who is 'really' English gives them a great sense of achievement'

- It enables them to learn that English is not just a subject but also a means of communication and of learning (8)

- It increases their chances of good employment and a good career later in life (8)

- It is perceived as not bringing disadvantage to children's Spanish, e.g. 'it is said that the project would go against the Spanish language, but according to the teachers at the *'Instituto'* we send our children to, their level of Spanish is more or less the same...'.

While the perceptions were strongly positive, there were some undercurrents of caution. Although these gained small numbers of mention, they are worth noting, given that a major and explicit aim of the BEP is to embrace the whole school. For example, five class teachers expressed a view which is exemplified by the following:

- 'Children who do not attend everyday or who have a low level in other subject areas are wasting their precious time'

- 'Not all pupils can do it'

- 'It is a mistake to make English compulsory for pupils with learning difficulties'.

Primary School class teachers' perceptions of how beneficial or otherwise the BEP has been for themselves as class teachers

Almost all of the open-ended responses focused on how beneficial the BEP has been for class teachers.

- The most frequently-mentioned benefit was that it enables them to learn new things (59), e.g. improving their teaching, gaining new knowledge, developing new skills, making new contacts.

- Closely linked to this, in second place, came a sense of greater job satisfaction (52), exemplified by qualities such as increased confidence, feeling part of a successful project, feeling inspired, being able to express one's imaginative side, experiencing a real sense of challenge, and gaining greater personal satisfaction.

- In third place came specific benefit to the class teachers' English (32), as evidenced by more opportunity to use English, gains in accuracy and fluency of use.

- In fourth place (23) came the satisfaction from seeing clear benefits to their pupils, e.g. 'It is most satisfying to see how my pupils are able to communicate by the end of year 6'.

- Then came in fifth place better interaction with colleagues (18), e.g. more opportunity to share ideas, a feeling of enrichment from learning from other BEP colleagues.

- In sixth place (14) a feeling that the BEP has given them greater opportunity to search for and choose their own materials, to make their teaching more meaningful and less textbook-based, leading to greater freedom and flexibility in their approach. Many class teachers indicated that teaching on the BEP was hard work and exhausting, and that careful planning was required, but this did not appear to detract greatly from the benefits which they perceived.

Primary School class teachers' perceptions of how beneficial or otherwise the BEP has been for schools

Again, almost all comments indicated a favourable view:

- The most frequently mentioned benefit to schools was that the BEP enhanced recruitment to the school (27), e.g. 'our school is now over-subscribed', 'parents changed their children's school in order to come here'.

- This was closely followed by a perception that the BEP adds to the school's prestige (23), e.g. the BEP marks out the school, its staff and its pupils as being different.

- This in turn was followed by a perception that it has helped create a different and better school ethos (21), e.g. 'the project makes the school come alive'.

- Then came a perception that it is popular with parents and families (20), e.g. 'most families 'usually help us with anything we ask for'.

- Other perceived benefits to schools received fewer mentions but are worth noting and may be summarized as follows: 'the BEP has been good for schools in areas of low socio-economic status' (8); 'it produces good outcomes and children do well at

secondary school' (8); and 'it helps create extra-curricular links for the school (4), e.g. 'book fair', 'opens new doors for the school'.

Although the views were mainly focused on benefits arising from the BEP, there were some cautionary thoughts also, e.g.

- 'The project has gone very well until this year, but now, as we don't have the same number of teachers teaching, things are changing;'
- 'There have been lots of problems for the school in developing the project properly, but the pupils do benefit;'
- 'There is a division between specialists and other teachers, and also between *asesores linguísticos* and other teachers – the workload is not necessarily evenly shared;'
- 'There are still some teachers who think concepts ought to be taught in Spanish first.'

Findings in relation to Aim 3

National factors

The questionnaire sought classroom teachers' views of the particular provisions made at national level by the British Council and the Ministry.

- The most frequently mentioned provision (78) was the documentation which sets out the **integrated** **curriculum** **Guidelines**, and almost all comments were favourable, e.g. 'we use it every day as guidance', 'it is our Bible', 'it makes things clear', 'it is most helpful', 'extremely beneficial'.

- In second place came **in-service courses and conferences** (47), and again the great majority of comments were favourable, e.g. 'a great help, 'some wonderful ideas', 'really interesting'. Such problems as were mentioned tended not to arise from inadequate delivery of a course or conference but rather from their location (too far away), their lack of frequency, the fact that they were not compulsory and difficulties associated with supply cover. Although gaining much favourable comment, the courses and conferences attracted certain reservations in small numbers. For example, 'we need more and earlier information on the courses that are available', 'the courses we find to be contradictory from one course to the next', 'we need more opportunity to participate in them', 'we'd like to participate but there are not enough places'.

- In third place came **project materials** (44), with the *Hand in Hand* magazine frequently being praised for its interest, coverage and relevance, e.g. 'HiH is useful because it shows how other schools are working', 'HiH is interesting and gives us ideas'. Occasional reservations were expressed in terms of exclusion 'our contributions to *Hand in Hand* were always ignored, so now we no longer send material or take an interest' and insufficiency 'the material produced is good but I deeply feel that something else should be done in terms of sharing materials', and The materials are good but we feel are too scarce, including for children aged 3'.

- The **project website** received 38 mentions, with most of the mentions being favourable, e.g. 'a worthy educational resource where you can find ideas and resources', 'we use it, it is very interesting', 'very quick and easy to access all necessary information', ' very useful for ideas sharing' – however, there was also a significant minority of less favourable mentions, e.g. 'not so useful', 'we use the materials but still many things could be done better', 'gives good ideas but these are not developed', 'not very useful and under-used'.

Regional / Local factors

There was less response from classroom teachers in respect of regional or local factors which they perceived as having a positive or negative influence on the BEP in their school. Nonetheless, a small number of factors deserve to be mentioned.

- The most frequently-mentioned factor was the **Education Authority of the particular Autonomous Region**. There were 3 positive mentions, e.g. *'They provide training courses for teachers in their own bilingual scheme and we (BEP teachers) are allowed to take part in these'*. On the other hand there were 14 mentions which were less positive or even negative. Within this group, the most frequently cited observation was that the regional education authority had its own bilingual programme and was seeking to attract BEP teachers into it. The evaluation team wishes to make it clear that it has no way of checking the validity of such statements, but we feel we must report them, because they were made to us through the open-ended section of the present questionnaire in which teachers were free to express themselves in their own words.

- Next in frequency were **parents**. In a small number of cases there were expressions of difficulty, e.g. parents of children at a particular school generally did not know English and therefore could not really help their children with their homework. However, a majority of observations (11) were strongly positive, e.g. parents show a big interest in the BEP and offer encouragement.

- The third most-frequently mentioned factor was **socio-economic** (10), with particular prominence given to socio-economic disadvantage perceived as having some degree of negative effect on pupils' attainments.

- Other factors attracted a small number of observations, e.g. **local events** (9) such as plays, town-twinning arrangements, festivals which helped create a social context to which the BEP could contribute and which in turn could support the BEP; also, **teacher conditions and supply** (5) in which a feeling was expressed that there was an increasing lack of native-speaker teachers and a need for more *asesores lingüísticos*.

Findings in relation to Aim 4

Primary School class teachers' perceptions of their use of ICT

Responses to this item provided information both on the types of technology use and also on the themes which were addressed while using the technology.

- The **internet** (48) was clearly the most widely used aspect of technology and attracted favourable comment, e.g. 'we have a collection of favourite links for each topic', 'we use it to show videos which the pupils have made', we use it for webquests'. In second place came Powerpoint (24), followed by video/TV/DVD (12) and whiteboards/digital boards (9).

- Of the **themes** addressed through the technologies, the leader was science (20), followed by cartoons, games, quizzes (17), then by films, stories and plays (15), then by songs (10) and by linguistically-focused activity (9) such as vocabulary, grammar and phonics.

- There was a prevailing impression of **intermittent use** with some 8 responses suggesting something more in the form of regular, planned systematic use. There were 13 responses which explicitly indicated that there was a problem of lack of access to computers, e.g. 'our school has only one computer and 450 children'. There could be a problem with exchange, e.g. 'an email exchange was sent to a partner school in the UK, but no reply'. There were several expressions of interest and potential use, e.g. 'I am unable to exploit the medium as much as I would have liked', 'I would like to use a whiteboard but we do not have one'.

Primary School class teachers' perceptions of the sorts of information, support, advice and in-service which they would find useful

Responses to this item fall into two categories: needs/wishes and topics.

- Of the needs/wishes which the teachers expressed, clearly the most frequent one was **sharing ideas and experiences with teachers in other schools** (22) which might include actual visits to other schools to see colleagues teaching in class, and also a greater degree of co-ordination across schools, enabling teachers to be more in contact with each other. The second-most frequently expressed need (7) was for **better website information** which might include a central library of material, the availability of modules, an ethos of collaborative creation and sharing of materials.

- Of the topics which were mentioned, the most frequent was **more guidance and support on general classroom planning and methodology for bilingual education** (38), e.g. how to plan lessons and manage classes, how to teach content, how to introduce differentiated activity to cater for different needs, how to adapt one's teaching to suit different age groups, how to teach for bi-literacy, including the teaching of reading, writing and their relations with spoken language including phonics, how to teach pronunciation. In second place (12) came **ICT and new technologies** such as interactive whiteboards, followed by teaching for literacy (11, including reading and writing and their relations to spoken language), and then by teaching science (5).

Conclusion: Perceptions of Primary School class teachers

Study 12 focuses on the perceptions of primary school class teachers. These were overwhelmingly positive towards the BEP in respect of its impact on pupils, teachers and schools. Among the perceived benefits of the BEP for pupils were: increased proficiency in English; stimulus to cognitive development (e.g. flexibility, open-mindedness, learning to think before doing, development of strategies, acquiring a disciplined approach to learning). Of the provisions made at national level, the most appreciated was the documentation which sets out the *Guidelines* for the integrated curriculum, followed by the courses and conferences. There were clear signs of a wish to have more contact with BEP colleagues in other schools in order to share ideas and materials. A small minority expressed some reservations about the suitability of EBE for low-attaining children, and there were some perceptions of a tension between the BEP and regional bilingual education initiatives.

STUDY 13:
SECONDARY SCHOOL CLASS TEACHERS' PERCEPTIONS

The present study of the perceptions of secondary school class teachers is intended to complement Study 11 which is focused on primary school class teachers. As was the case with Study 12, a questionnaire instrument was used, since it was the simplest and least intrusive means of systematically collecting appropriate data.

The questionnaire was sent in electronic form to Head Teachers in the 23 sample secondary schools, with the request that it be passed on to subject class teachers, along with a covering letter which invited them to complete the questionnaire, put it in a sealed envelope and return it. This was done in such a way that it was not possible for the evaluation researchers to identify the teacher or the school, in order to maximise anonymity.

Aims

The questionnaire had the following four broad aims:

Aim 1: To collect background information on the teachers

Aim 2: To gauge their perceptions of the benefits or otherwise of the BEP

Aim 3: To identify factors which they considered might be influencing the BEP

Aim 4: To gain insight into what they perceived as being other important issues arising from their participation in the BEP

Findings in relation to Aim 1

Subjects taught – Category of teacher – Nationality
– Years of teaching – Male/Female

Responses were received from 65 class teachers (female 47, male 16, no indication 2). With five exceptions (2 UK, 2 dual nationality, one unclear), the respondents were of Spanish nationality.

- The vast majority (59) were teachers with civil service status *(funcionarios)* and most of these (50) had a permanent post *(plaza fija)* at their current school. Five teachers were contracted teachers (e.g. *asesores linguísticos*) and the status of one was unclear.

- The teachers were very experienced: 51 of them had been teaching for more than 10 years. The teachers' main subjects were:
  - English   33
  - Natural Sciences[5]   16
  - Social Sciences (geography and history)   2
  - Physical education   2
  - Technology   2

- Nine of the teachers stated that they taught a second subject (art 1, drama 1, English/ literacy 3, science 3, technology 1).

In-service

Fifty-eight teachers reported having attended at least one INSET event (conference, course, seminar/workshop, working group) in the last three years. Of these teachers, 45 had received methodological training, 3 linguistic training and 10 both.

- The providers of INSET indicated were:

BC/MEC	46
IGCSE (via BC)	30
Comunidad autónoma (CA)[6]	48
Courses in the UK	8
Escuela Oficial de Idiomas (EOI)	3
Comenius/Leonardo	7
Other (universities, publishers etc)	30[7]

Five teachers indicated that they themselves have been *ponentes* at INSET events in the BEP regions or further afield.

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5. In ESO 1 and 2; biology and geology and/or physics and chemistry in ESO3 and 4.

6. The respondents did not always make it clear whether individual INSET events in their CA (e.g. in a teachers' centre) were delivered by the CA or by the BC in collaboration with the CA. Unless the BC was specifically mentioned, it was assumed that the event was organised by the CA itself, so the role of the BC may have been slightly underestimated.

7. The training mentioned here was not necessarily specific to BEP, for example English language teaching methodology, training in the use of new technologies, use of the European Language Portfolio.

Evaluative comment was offered on at least one INSET event by 32 of the 58 teachers who had been involved in them; the other 26 simply offered the title of the event or a brief description of its content.

The evaluative comments were usually short, but, with rare exceptions, were positive or very positive: the provision was typically described as 'useful' or 'very/really useful'. Some respondents gave a little more detail:

Positive comments on in-service provision	• 'Both [BC history and English courses] have improved my methodology'
	• 'All of them [BC and CA English courses] more than useful for classroom practice'
	• 'Great source of ideas for the classroom' [BC science]
	• 'All types of course [BC and CA science] are useful for us'
	• 'All the courses [BC, CA, university English] have been useful for me because on one hand I have improved my English level and on the other hand I have learnt new methods of teaching'
	• 'Useful activities to practice in class and get students talking' [Comenius English]
	• 'All the above [BC English] have been interesting and useful. The ones concerning IGCSE exam preparation just essential'
	• 'They [CA and IGCSE science courses] have all been extremely useful. Courses have been really informative and work groups have been a good excuse to produce, collect and organise teaching materials'
	• 'It [BC course] was really useful as we talked/practised about all topics on teaching English (listening, speaking, grammar, writing, etc)'
	• [BC science] 'a really good teacher provided us with good ideas and a wide range of ideas for teaching Biology or Geology'
	• 'The most useful for me was the shadowing which took place in (name of a city in England).'

Very few comments expressed reservations. It should be noted that there was a range of in-service providers (not only the MEC/BC). Since the comments came from an open-ended item, it is not possible for us to indicate if they referred to MEC/BEP provision or to other provision, but we consider it is important to indicate what these few reservations were since they reflected a need as expressed by teachers:

Some reservations about in-service provision in general	• 'Not adapted [from primary?] to secondary teachers' [university course]
	• [CA CLIL] 'A good course though not very [useful] for me since most [other] participants were primary teachers experienced in teaching other subjects in English' [secondary science teacher]
	• 'I realised that the information I got there was at a very high level. The activities proposed were too difficult for students in a normal secondary school.'

Topics most enjoyed by students, according to their teachers

Responses were analysed by subject area: science, social sciences, English. In each subject area the responses varied in detail from broad generalisations about learning, to statements which listed half the curriculum for each year of ESO to some specific references. Examples were not always attributed to a particular year in ESO.

Science

- Most areas of the syllabus were mentioned by somebody. Some topics were re-visited in different years (e.g. reproduction in ESO1 or ESO3). The ones most frequently mentioned were: the plant and animal kingdoms (4), reproduction (5), genetics (5), plate tectonics (7). The content was stated often without a reference to the actual activity involved but laboratory work (including dissections), use of computers, visual illustration, games (e.g. chemistry bingo!) were mentioned as motivating.

Social sciences

- Again the responses collectively covered a wide range of syllabus topics and most had only a single mention. The topics most frequently mentioned were pre-history and/or the Ancient World (9) and twentieth century events (including the World Wars and the Russian Revolution) (8). Where examples of activities were given, these usually involved computers, group work or working with a native speaker.

English

- The range of examples here was extremely wide with some respondents simply mentioning a genre (e.g. drama) and others individual works (e.g. 'To kill a mockingbird'). A range of authors was mentioned including CS Lewis, JK Rowling, Roald Dahl, George Orwell, Michael Morpurgo, Oscar Wilde and J Wilson. Non-literary topics included British-American differences, environmental issues, ethical (e.g. life) issues, current affairs as well as pop culture. Films were frequently a source of motivation and the response to activities promoting active involvement, such as debates/discussions, interviews, letter exchanges, writing poems/stories and role plays, was generally positive.

Use of ICT

Responses were analysed by subject area: science, social sciences, English. In each subject area the responses varied in detail and included some generalisations (e.g. about students enjoying ICT) that were not really usable.

Science

- The references to particular technologies were rather general and not usually attributed to a particular year in ESO. The most frequent specific references were to presentation technology (notably Powerpoint/data projector) (13), digital whiteboards (5) and the internet (12). Two teachers aspired to (more) access to digital whiteboards and one to access to a computer room.

Social sciences

- Broadly the pattern reflected that for science. The most frequent references were to presentation technology (10), interactive whiteboards (6) and the Internet (10). Two teachers aspired to (more) access to digital whiteboards.

English

- The pattern of returns for English was: presentation technology (14), digital whiteboards (5) and the Internet (16). Five teachers desired (more) access to

interactive whiteboards. The use of CD and DVD, particularly for showing films, was a feature of the returns from teachers of English (12).

Findings in relation to Aim 2

Secondary school class teachers' perceived benefits or otherwise of BEP for students

The secondary school class teachers' were highly positive in their perceived benefits of the BEP for students:

- **78.5%** rated the BEP as being **highly beneficial**
- **18.4%** rated the BEP as being as **being beneficial**.

In addition to the above, respondents were invited to express any further thoughts they might wish to express in their own words. These are set out below:

Perceived benefits	• Developing knowledge and skills in English • Generally higher level of knowledge and skills (16) • Learn more vocabulary more effectively (7) • More balanced proficiency in the four skills (5) • More focused and resourceful language learners (5) • Develop stronger listening skills (5) • Develop stronger reading skills (3) • Motivated/committed/confident learners of English (9) • More efficient and thoughtful learners across their studies (12) • More open-minded/aware of the wider world (9) • Better prepared for their future career (8)
Perceived reservations	• Concern about accuracy (2) • Concern about developing vocabulary in other subjects (2) • Student complacency (2) • Non-committal (e.g. 'It depends on the students') (3)

Secondary School class teachers' perceived benefits or otherwise of BEP for teachers

Secondary school class teachers were highly positive in their rating of the BEP for themselves:

- **60%** rated it as being **highly beneficial**
- **32.3%** rated it as being **beneficial**

In addition to the above, respondents were invited to express any further thoughts they might wish to express in their own words. These are set out below:

Perceived benefits	• Greater job satisfaction/professional development because more challenging (35)
	• Opportunity/stimulus to innovate/find own materials/try new methods (20)
	• Opportunity to teach better motivated students (17)
	• Teaching is more motivating and rewarding (11)
	As a result of the above:
	• Opportunity to maintain/develop own English (16)
	• Opportunity for international teaching experience
	• For UK/USA teachers in Spain (3)
	• For Spanish teachers who might work abroad (2)
	Other points:
	• Opportunity for teamwork/work with FLA (2)
	• Access to new technologies (3)
	• Smaller teaching groups (3)
	• More hours devoted to English (2)
	• INSET opportunities (3)
Perceived reservations	• More time-consuming/pressured than other teaching (20)
	(some teachers admitted that job satisfaction countered this to some extent)
	• Attitudes of non-BEP colleagues (2)
	• Insufficient support from school (2)

Secondary School class teachers' perceived benefits or otherwise of BEP for schools

Secondary school class teachers were highly positive in their rating of the benefits of the BEP for their school:

- **55.4%** rated is as being **highly beneficial**
- **35.4%** rated it as being **beneficial**

In addition, respondents were invited to express any further thoughts they might wish to express in their own words. These are set out below:

Perceived benefits	• School has greater prestige/attracts more students (38)
	• Provides access to better education, particularly in poor areas (8)
	• Increases proportion of motivated/committed students (13)
	• Brings in more supportive parents (9)
	• Different culture in the school ('more international', more events) (10)
	• Exchange opportunities (7)
	• Stimulus to professional development (7)
	• INSET opportunities (4)
	• Improves quality/results/*bachillerato* staying on rates (6)
	• Better resources (smaller groups 3; materials and/or FLA 6) (9)

Perceived reservations	• Attitudes of colleagues (perceptions of BEP 'élitism'; complaints about impact on timetables/class sizes etc.) (13)
	• Insufficient support from local administration (3)
	• Examinations issues (2)

Findings in relation to Aim 3

National factors influencing the BEP in school

The British Council and the Ministry provided different types of support for BEP teachers. These included the BEP *Guidelines*, courses / seminars, projects, materials (such as the *Hand in Hand* magazine, and the BEP project website):

Positive responses	• *Guidelines:* used, (very) useful (44)
	• *'Hand in hand'*/other materials used, (very) useful (17)
	• Involvement in projects ('Global Classrooms' (4) and 'Our grandparents and ourselves" (8) valued (12)
	• Courses etc highly regarded (34)
	• Visits to UK highly appreciated (4)
	• Website used (9)
Reservations expressed	• Few/none of the above used (5)
	• Website: low awareness, little used, not very helpful for secondary (12)
	• *'Hand in Hand'*/materials: need more coverage of secondary/subjects other than English (8)
	• Access to courses: in outlying areas (2); match for teachers new to BEP (4) (6)
	• More specific secondary guidelines needed (3)
	• Time needed to pursue the interesting ideas/suggestions offered by BC/MEC (4)
	• No help received from British Council or Spanish authorities except the BC/Ministry *Guidelines* (2)

More local factors influencing the BEP in school

Fewer responses were received for this item (with 17 no-responses):

Positive responses	• Good support from CA (8)
	• Good support from HT/colleagues (3)
	• Exchange link arranged (1)
	• FLA provided (1)
	• 'New' [to BEP] students in ESO1 an asset (1)
Reservations expressed	• CA not supporting BEP/tension with its own policies/provision (16)
	• Socioeconomic factors (parental expectations; barriers of paying for examinations, travel etc) (5)
	• Non-BEP teachers see BEP as a threat (3)
	• 'Isolation' (only one BEP centre in one CA; distance between centres in another large CA; BEP students a very low proportion of cohort in one school) (3)
	• Lack of knowledge about the BEP among teachers (1)

	• Some students not really up to taking the BEP (1)
	• Private sector competition (1)
	• No exchange (1)
	• Need native speaker (not just FLA) (1)

Findings in respect of Aim 4

Challenges faced when teaching subject(s) to BEP students

This item generated a disparate set of responses. Most respondents focussed on problems rather than on 'challenge' in a positive sense, although there was some genuine soul-searching by some teachers anxious to do a good job. A lot of 'one off' comments were made, therefore few patterns were identifiable. Some themes nevertheless emerge:

Themes to emerge	• Anxiety about lack of materials and/or time taken to find/create/adapt them (19)
	• Lack of a textbook and dependence on worksheets/photocopies is time-consuming (3)
	• Delivering curriculum integration in secondary content subjects (overload; added distraction of IGCSE; finding material in English on Spanish history –e.g. the *Reconquista*– a problem (8)
	• Maintaining own and colleagues' English (6)
	• Concern about students' accuracy (3) and expression, particularly written, (12) in English
	• Students struggling with content subjects in English (2)/handling concepts in science in English (3)
	• Attitudes of some BEP students: for example 'superiority', complacency, laziness, adolescent reticence… (9)
	• Other points:
	– How to work with FLA (3)
	– Attitude of non-BEP teachers (3)
	– Heterogeneous classes (2)
	– Problems with exchanges (2)
	– Lack of continuity (staffing) (2)
	– Lack of CA support (2)
	– ICT access (2)

Approaches or techniques found to be useful when teaching subject(s) to BEP students

Two teachers stated that their approaches were no different from those used with other classes. There was a tendency for teachers to reiterate generic teaching principles that could apply to any language provision (clear objectives, match to need etc). Of the usable responses, seven emphasised the need to ensure interaction/students taking responsibility for speaking in class. [No response: 10 teachers].

Specific approaches mentioned	• Drama/dramatising/role play (12)
	• Group work (5)
	• Oral presentations (5)
	• Projects (5)
	• Debates (1)
	• A range of ICT was mentioned:
	– Powerpoint (4)
	– Internet (4)
	– IWB (3)
	– Other (2)
	• The importance of having an FLA or other native speaker in BEP classes was mentioned by five respondents.
	• Various materials/activities were mentioned:
	– Songs (2), games (2), newspapers (1)
	– 'Hands-on' activities: scientific experiments and reasoning (4), storytelling (2), summarising (2), class questionnaires (1).
	• Learning strategies:
	– Skimming/scanning (2);
	– Schematic presentation of information/ ideas (e.g. mind maps; graphs) (4).

Information, advice, support and in-service training it would be helpful to receive

Five teachers said they would welcome any information about what worked elsewhere in the BEP. There was a tendency to ask for quite basic training, for example in encouraging students to speak, teaching grammar in context, vocabulary building, reading techniques.

Specific requests	• More courses needed (including science, social science and IGCSE) (21)
	• More ICT access (e.g. information on web-pages) (5)
	• More focused materials/guidelines (6)
	• Specific subject material (e.g. ancient history, physical education) (2)
	• Opportunity to observe in a UK school (or at the least a native speaker teaching in Spain) (8)
	• Opportunity for on-site training - having own lessons observed plus feedback (3)
	• Better/ more frequent contacts with teachers elsewhere in the BEP (6)
	• Accreditation as bilingual education teachers (3)
	• Free examination entry (e.g. Cambridge English) for BEP teachers (2)
	• Native speakers (AL or FLA) needed for support (3)
	• Training in how to work with an FLA (1)
	• Supply of British textbooks (1)
	• Samples of Spanish textbooks from other Hispanic countries (1)
	• Access to BC library (now closed!) (1)

Conclusion: Perceptions of Secondary School class teachers

Study 13 focuses on perceptions of secondary school class teachers. Overwhelmingly, they considered the BEP brought benefit to their students, to teachers and to schools. Most obvious benefit to students was in their command of English. A large majority felt the BEP brought benefit to themselves as teachers, e.g. opportunity to try new approaches and to develop their own English. Of the main national factors, most appreciated were the *Guidelines* and the courses/conferences. Some reservations were expressed about the suitability of the magazine, the projects and the website for secondary school education (it being felt these were more suited to primary schools). Some expressed reservations about the attitudes of colleagues who were not involved in the BEP. Some felt there was a tension between the national BEP and regional bilingual education initiatives.

STUDY 14:
PERCEPTIONS OF PRIMARY SCHOOL HEAD TEACHERS

Towards the end of the first full year of the evaluation, the views of primary school Head Teachers or senior managers were sought by means of questionnaire in order to provide mainly factual information on the BEP. The 2009 questionnaire was more detailed and wide-ranging, including not only a request for further factual information but also for the Head Teachers' perceptions of several different aspects of the BEP. The present report is based on the views of seventeen Head Teachers, representing over 70% of primary schools in the combined Sample A+B.

Aims

The aims of the questionnaire were:

Aim 1 To gauge the perceptions of Primary School Head Teachers (PSHT) on the BEP in their school

Aim 2 To gauge PSHTs' perceptions of specific aspects of the BEP

Aim 3 To explore PSHTs' perceptions of other aspects of the BEP

Aim 4 To obtain contextual information on the BEP in each particular school

Findings in relation to Aim 1

Since the number of respondents is not large, we present our findings as straight numbers rather than as percentages. The number of responses varies slightly from item to item. In one case a school supplied two questionnaires, presumably from Head Teacher and another senior person, and both have been included, which explains the number 18 in one case.

Table 14.1 sets out the PSHTs' general perceptions of the BEP.

Table 14.1: PSHTs' overall perceptions of the BEP					
	Highly Unfavourable	**Unfavourable**	**Neutral**	**Favourable**	**Highly favourable**
1. Overall view of BEP in their school	0	0	0	3	14
2. View of BEP in Cycle 1 (Years 1-2)	0	0	0	4	13
3. View of BEP in Cycle 2 (Years 3-4)	0	0	0	5	12
4. View of BEP in Cycle 3 (Years 5-6)	0	0	0	3	14

Findings in relation to Aim 2

This section consisted of a number of specific questions.

Table 14.2 sets out the PSHTs' perceptions of specific aspects of the BEP

Table 14.2: PSHTs' perceptions of specific aspects of the BEP					
	Definitely No	**No**	**Maybe**	**Yes**	**Definitely Yes**
5. Does BEP generally help pupils develop a good command of English?	0	0	0	5	12
6. Does BEP help pupils generally broaden their understanding of Europe and world?	0	0	1	11	5
7. Does BEP help pupils generally broaden their understanding of life in Spain?	0	0	4	11	2
8. Does BEP help pupils generally develop confidence and self-esteem?	0	0	3	9	5
9. Does BEP generally help pupils' knowledge of Spanish language?	0	1	5	9	2
10. Does BEP generally help pupils broaden their understanding of other cultures?	0	0	0	12	5

	Definitely No	No	Maybe	Yes	Definitely Yes
11. Does BEP generally help pupils broaden their range of social & interpersonal skills?	0	0	2	8	7
12. Does BEP generally help pupils broaden understanding of subjects such as science, history, geography?	0	0	4	9	4
13. Does BEP generally help pupils make good contacts with pupils in other countries?	0	0	1	11	4
14. Does BEP generally help pupils think flexibly & creatively?	0	0	2	10	4
15. Does BEP generally help pupils gain good preparation for future studies at secondary school and beyond?	0	1	0	9	8
16. Does BEP generally help pupils develop knowledge & skills useful for future employment?	0	0	0	9	8
17. Has BEP been of benefit to girls?	0	0	0	11	6
18. Has BEP been of benefit to boys?	0	0	1	10	5
19. Has BEP been of benefit to pupils from socio-economically disadvantaged backgrounds?	0	0	1	8	7
20. Has BEP been of benefit to pupils from socio-economically advantaged backgrounds?	0	0	1	11	4
21. Has BEP been of benefit to pupils from backgrounds neither advantaged nor disadvantaged?	0	0	0	11	6

	Definitely No	No	Maybe	Yes	Definitely Yes
22. Has BEP helped the school gain a more international ethos?	0	0	1	11	5
23. Has BEP helped the school develop good contacts with schools in other countries?	0	1	1	12	3
24. Has BEP generally helped teachers develop new approaches to their teaching?	0	0	2	9	6
25. Has BEP had a positive influence on attitudes & motivation of teachers?	0	0	2	11	5

Findings in relation to Aim 3

New technologies

The responses varied in length (one to 10 lines), clarity and specificity. Some did not cover all aspects of the question; a few gave examples, others did not.

In 13 cases respondents indicated that the school used ICT in all years. The pattern of use varied from school to school with some mentioning particularly use with younger children and others with older children, although across the sample the amount of use reported in each cycle is similar: infants - 4 mentions, first cycle - 6, second cycle - 5, third cycle - 5. Two respondents stated use depended on individual teachers or groups of teachers (for example, within a cycle or a subject). It was rarely explicit whether ICT was used more or less in subjects conducted in Spanish. One respondent stated it was used to the same extent and for the same purposes as for other subjects and another asserted that teachers on the BEP used it more than their colleagues.

The use of digital boards was noted by six respondents and nine referred to use of a language laboratory/ video room/ multimedia or computer room. The specific uses of ICT were rarely mentioned, but by implication searching the Internet for topic or project material and (visual) presentation of material were frequent activities. One respondent mentioned that pupils in Year 6 had a 'blog' for showcasing and sharing their work, another provided recordings of stories for pupils to take home to read and listen to with their parents, one used the Web to link with other schools in Spain and the United Kingdom, and another participated in an online forum with New York.

Three respondents mentioned the importance of receiving INSET in ICT: one of these schools provided in-house INSET and another was going to make the development of '*competencia digital*' by teachers and pupils a whole-school objective for 2009-2010.

Only a few respondents mentioned shortage of resources: two schools wanted more digital boards and two others (software) material specific to the BEP. Two respondents referred to the sporadic use of digital boards and language labs by their staff. One said having to change rooms in order to use ICT hindered development and another was frustrated by Internet problems in the past year.

Transition primary-secondary

The general view was that transition (and not just for BEP pupils) is a complex process calling for planning and coordination. Most respondents (10) believed that with coordination transition can be relatively easy (for example, to judge from feedback from former pupils and secondary colleagues), but four characterised transition as difficult or not easy. However, two of the latter stated that transition had improved since the early days of the BEP. Various examples of effective transition arrangements were described by three schools.

Late starters

Most respondents (10) stated that integration of late starters was difficult and this was particularly the case with older (third cycle) pupils, although the degree of concern expressed varied considerably: from '*bastantes dificultades*' to '*prácticamente imposible*' and '*un fracaso en líneas generales*'.

Four respondents stated that the integration of late starters came down to individual cases. Successful integration was usually linked to pupils of high ability, proficiency in English and/or strong parental support, a factor emphasised also by four respondents.

Extra support from the school was also needed to help facilitate integration; this was difficult to provide where there were staffing cuts. One school provided specific tuition by English specialists in small groups of pupils (3-5) in order to help late starters catch up. Another indicated it tried to make extra provision but gave no details.

Science was noted as a particular problem for late starters (two cases). One of these schools did what it could in language and literacy classes, but late starters had to study science in Spanish in a small group with their class teacher.

Two schools said they counselled certain late starters off the BEP if their parents agreed, but one of these said some parents would not accept this, such was their desire to get more exposure to English for their child '*a toda costa*'.

One respondent mentioned that pupils from other countries were often adapting to Spanish language and society as well as coping with a minimal knowledge of English.

Pupils giving up BEP

Six schools reported that they had had no dropouts from the BEP. The other schools reported few dropouts, although retention is a significant issue for some of them. The reasons for giving up the BEP were rarely limited (one case) to lack of progress in English in isolation. Five respondents mentioned learning difficulties and/or lack of progress generally (but particularly in mathematics and Spanish language). Two referred to pupils with another mother tongue needing to devote more time to Spanish. Three said the reasons for leaving were attributable to factors extraneous to the BEP such as parents relocating for work reasons. Two suggested some parents had withdrawn their children because they did not value the opportunities on offer.

Early Introduction of Reading and Writing in English

Most responses (13/17) indicated that that reading and writing had been introduced to some extent during *Infantil*, with three Head Teachers observing that reading and writing were pursued in a more formal and systematic way from Year 1 of primary onwards. Two responses indicated that reading and writing had been introduced from the age of three years, two from the age of four, and four from the age of five; another four did not indicate the actual age. The other four responses referred to a start in the first cycle of primary, by implication in Year 1.

Not all respondents offered an opinion about a very early start, but the 10 responses which did so were positive and several Head Teachers were very enthusiastic. One school referred to the importance of using a '*concepción global'* of language learning and another referred to the benefits of the experience for Spanish as well as for English. Two schools linked success to the presence of a (trained) native speaker in the infant years from the beginning of the BEP, an asset which was less likely to be available from now on, owing to staffing changes within the schools.

National factors

Two respondents did not comment separately on each factor listed in the questionnaire but stated that they were all useful.

Comments about the *Guidelines* (13) and the courses (14) were almost invariably complimentary. The *Guidelines* were described as (very) useful and (frequently) used and comments like used *'con intensidad'* and followed *'con fidelidad'* were made.

The courses were valued and were usually sought after. One Head Teacher commented that colleagues who did not attend in person still benefited from their colleagues' participation; another pointed to the contrast between teachers who were keen and participated frequently and others in his/her school who showed little interest.

The comments about the other materials and activities were more varied, but still mainly positive. The magazine (*Hand in Hand*) was mentioned by 10 respondents. One of these said it was not used and two that it was used very little. One respondent commented that the ideas and experiences described were not always '*extrapolables*', but the other responses were much more positive.

The various projects were mentioned by nine respondents. One school did not participate in them; the Head Teacher of another school did not know what they were. The other comments were usually positive. One school stated that the projects motivated learners and another that the project had benefited the school and not just the (BEP) group.

The Internet was referred to by nine respondents. Two said that it was used little and another Head Teacher did not know how much it was used in his/her school. The other respondents described it as a useful resource which some used frequently. Difficulty of access was regarded as a drawback by three respondents.

Other factors

Two Head Teachers did not respond to this item, another stated he/she was not aware of any other factors.

Most responses reflected issues raised earlier. Five expressed concern about staffing and continuity. Three respondents remarked on the lack of interest in their school by their CA which had its own policies for bilingual education. One respondent referred to late starters, one to poor parental support, even hostility, and another said parents were put off keeping their children at the BEP school because of their perception of the partner BEP secondary school.

The school in a CA with no BEP secondary school regretted this gap in provision.

Two schools referred to issues concerning migrants as late starters and speakers of other mother tongues. One referred to the standing of the school and of languages in a major university town as a significant advantage.

Findings in relation to Aim 4

The main purpose underlying Aim 4 was to collect contextual information. For present purposes space allows us only to provide a brief written account of key findings.

Number of pupils per school

- Respondents were invited to allocate their school to a particular grouping, e.g. 150-199 pupils, 200-249 pupils, 250-299 pupils… up to 700-749 pupils.
- There was one school at 150-199 and one at 700-749. Most were in the categories 350-399 and 400-449.

Percentage of pupils per school with mother tongue other than Spanish

- Respondents were invited to allocate their school to one of the following percentage groupings: 0%; 1-4%; 5-9%… etc. up to 25-29%.
- One school reported itself as being at 0%; six at 1-4%; five indicated 5-9%; three at10-14%; and two at 15-19%

Percentage of pupils per school with Special Educational Needs (SEN)

- Five schools reported themselves as being at 1-4% of pupils with SEN; five at 5-9%; four at 10-14% and three at 15-19%.

PSHTs' estimated socio-economic background of pupils per school

- With regard to percentage of pupils from socio-economically disadvantaged backgrounds: one school reported itself as being at 5-9% of pupils; five at 10-14% of pupils; one at each of 15-19%, 20-24% and 25-29%; two were at 30-34%; one at 40-44%; and one at 85%.

Percentage of pupils in each year of the school participating in the BEP

- Primary 1 classes showed 100% participation in BEP across all 17 schools; Primary 2 showed 100% in 16 schools and 95-99% in one school.
- There was a slight decline up to and including Primary 6 which showed 13 of the 17 schools at 100%, and one each at 95-99%, 90-94%, 85-89% and 75-79%.

Number of schools with pupils moving out of the BEP in each year of the school

- In Primary 1 and Primary 2 there was no drop-out in all 17 schools which responded to this item. There was a slight drop-out thereafter of up to and including Primary 5 which showed 13 schools with no drop-out, and Primary 6 which showed 10 schools with no drop-out.

Numbers of schools with pupils moving into the BEP in each year of school

- There was 5-9% in one school at Primary 1, and 1-4% in one school at primary 5 and also at Primary 6.

Time spent per week in particular subjects

- Time for **English** ranged from 120-149 minutes per week to 330-359 minutes per week, with 210-239 minutes per week being the most widely adopted.
- Time for **history, geography, science** (these tended to be conceived as one subject area) ranged from 90-119 minutes per week to 270-299 minutes per week, with 180-209 minutes per week being the most widely adopted across all six year-groups (Primary 1 through to Primary 6).
- **Art** ranged from 30-59 minutes per week to 120-149 minutes per week, with 90-119 being the most common across all six year-groups.
- **PE** fell exclusively into the category of 30-59 minutes per week for all six year-groups in the one school which registered this subject area.
- **Mathematics** was also in the 30-59 minutes per week category in the one school in which it was registered.

Schools with particular categories of staff

- With regard to *asesores lingüísticos* (AL), three schools reported themselves as having 2, one had 3, 10 had 4 and three had 5.
- With regard to *funcionarios con plaza fija,* two schools had 2, three had 3, three had 6, one had 8, four had 10 and one had 12.
- With regard to *funcionarios sin plaza fija,* one school registered 1, one had 2, one had 3, two had 4 and one had 5.
- In addition, one school registered 1 *auxiliar de conversación*.

Schools with teachers who have received INSET during 2008/09

- There were five schools in which 1 AL had received in-service training; four schools registered in-service for 2 ALs; two schools registered training for 3 ALs; and three schools registered training for 4 ALs; three schools registered training for 1 FCPF; seven for 2 FCPFs; one for 3 FCPFs; two for 4 FCPFs; one for 10 FCPFs; and 1 for 13 FCPFs. One school registered in-service training for 1 FSPF and one for 4 FSPFs.

Schools with a partner-school in an English-speaking country

- Thirteen responses indicated a partner school in an English-speaking country.

Schools involved in exchanges during 2008/09

- Four schools indicated exchange of teachers; four indicated exchange of pupils; 11 indicated exchange of correspondence (e.g. email) and/or of materials.

Conclusions: Perceptions of Primary School Head Teachers

Study 14 focuses on the perceptions of primary school Head Teachers. Their general perceptions of the BEP were overwhelmingly positive. Their perceptions of specific aspects of the BEP were also clearly positive, e.g. BEP helps broaden pupils' social and interpersonal skills and is good preparation for future studies, brings benefit to pupils from socio-economically disadvantaged backgrounds. There was some uncertainty in respect of benefit of the BEP for pupils' Spanish and knowledge of Spain. Of the national factors, most appreciated were the *Guidelines* and the courses/conferences, a few thought the website merited a review. There was some concern that the provision of supernumerary teachers (native speakers or highly fluent speakers of English) might be reducing.

STUDY 15:

PERCEPTIONS OF SECONDARY SCHOOL HEAD TEACHERS

Towards the end of summer term 2007 questionnaire feedback was obtained from the Head Teachers of 21 of the 23 secondary schools in the combined Sample A+B. The 2009 more detailed Study 14 questionnaire reflects the views of Head Teachers in twelve secondary schools, representing slightly more than half of the same sample. Taken together, the schools reflected a good socio-economic mix that could not be considered as privileged.

Aims

The aims of the questionnaire were:

Aim 1 To gauge the perceptions of Secondary School Head Teachers (SSHT) on the BEP in their school

Aim 2 To gauge SSHTs' perceptions of specific aspects of the BEP

Aim 3 To explore SSHTs' perceptions of other aspects of the BEP

Aim 4 To obtain contextual information on the BEP in each particular school

Findings in relation to Aim 1

Since the number of respondents is not large, we present our findings as straight numbers rather than as percentages. For most items all twelve responses were received but in certain items there were fewer than that.

Table 15.1 sets out the SSHTs' general perceptions of the BEP.

Table 15.1: PSHTs' overall perceptions of the BEP					
	Highly Unfavourable	**Unfavourable**	**Neutral**	**Favourable**	**Highly favourable**
1. Overall view of BEP in their school	1	0	0	4	7
2. View of BEP in ES01	1	0	0	2	9
3. View of BEP in ES02	1	0	0	3	8
4. View of BEP ES03	1	0	0	3	8
5. View of the BEP in ES04	0	1	0	5	6

Findings in relation to Aim 2

This section consisted of a number of specific questions. These are reproduced below in slightly condensed form to save space. In all items the word 'generally' was included in the actual questionnaire, so Item 5 reads in full as: *'Does the BEP generally help Students develop a good command of English?'* All of the questions focus on aspects which the BEP sought to develop, and so in each case a straightforward question was favoured which asked PSHTs whether or not the BEP helped with that particular aspect, giving them a balanced range of responses from which to choose.

Table 15.2 below sets out the PSHTs' perceptions of specific aspects of the BEP:

Table 15.2: PSHTs' perceptions of specific aspects of the BEP					
	Definitely No	**No**	**Maybe**	**Yes**	**Definitely Yes**
6. Does BEP help Students develop good command of English?	0	0	0	1	11
7. Does BEP help Students broaden understanding of Europe and world?	0	0	1	8	3
8. Does BEP help Students broaden understanding of life in Spain?	0	0	6	5	0
9. Does BEP help Students develop confidence and self-esteem?	0	0	1	9	3

	Definitely No	No	Maybe	Yes	Definitely Yes
10. Does BEP help Students' knowledge of Spanish language?	0	0	8	4	0
11. Does BEP help Students broaden understanding of other cultures?	0	0	1	8	3
12. Does BEP help Students broaden range of social & interpersonal skills?	0	0	0	8	3
13. Does BEP help Students broaden understanding of subjects such as science, history, geography?	0	1	2	9	0
14. Does BEP help Students make good contacts with Students in other countries?	0	0	3	5	4
15. Does BEP help Students think flexibly & creatively?	0	0	3	8	1
16. Does BEP help Students gain good preparation for future studies at secondary school and beyond?	0	0	0	6	6
17. Does BEP help Students develop knowledge & skills useful for future employment?	0	0	0	7	5
18. Has BEP been of benefit to girls?	0	0	2	6	3
19. Has BEP been of benefit to boys?	0	0	2	6	3
20. Has BEP been of benefit to Students from socio-economically disadvantaged back-grounds?	0	0	2	5	5
21. Has BEP been of benefit to Students from socio-economically advantaged backgrounds?	0	0	1	7	2

	Definitely No	No	Maybe	Yes	Definitely Yes
22. Has BEP been of benefit to Students from backgrounds neither advantaged nor disadvantaged?	0	0	0	10	2
23. Has BEP helped school gain a more international ethos?	0	1	1	8	2
24. Has BEP helped school develop good contacts with schools in other countries?	0	2	2	6	2
25. Has BEP generally helped teachers develop new approaches to their teaching?	0	1	0	9	2
26. Has BEP had positive influence on attitudes & motivation of teachers?	0	1	2	8	1

Findings in relation to Aim 3

New technologies

Most of the respondents stated explicitly that ICT was used in all years. Some did not specify which subjects were involved, but there were six references to social sciences, five to English, four to natural sciences and one to technology.

Some respondents did not specify the equipment or applications used but Internet access (six including intranet in one case) and video projectors (4) received most specific mentions followed by digital boards (3), computers (3 - not explained), language laboratory/multimedia room (3).

The activities mentioned ranged across materials selection and development, theoretical explanations, student presentations, storage of students' work, practical exercises and reinforcement /revision.

One SSHT wrote a very comprehensive summary of ICT use across a range of subjects and applications in his/her school. One school had given a users' questionnaire to its students and high levels of satisfaction were reported. Another school was hoping to expand use of its language laboratory through providing specific INSET for this purpose. Two schools wished that more materials relevant to the BEP were available.

Transition primary-secondary

Most respondents described transition overall as easy/ good/ smooth and attributed this to a effective communication/coordination with the partner primary school. One declared that the BEP students 'se *han adaptado perfectamente al IES'* (implying that others had not).

One respondent indicated transition was difficult when the timetable did not facilitate coordination; another described transition as difficult and referred to students adjusting to a different context in the school where the *'programa British'* was only one among several and there were *'diferentes exigencias de comportamiento en el aula'*. Some of the Head Teachers who were comfortable about transition being smooth mentioned a few issues of adjustment for students. One referred to some tensions among students but attributed these partly to *'adolescencia incipiente'*. Another stated integration was something which was achieved in the first term: '*se integran totalmente al final del 1r trimestre'*. Another referred to students adjusting to a different pace of work and level of difficulty but described transition overall as a *'fluida'*. Another mentioned there had been problems in the past where students had ignored primary school advice not to continue with the BEP and had dropped out during ESO1, but now there was *ningún problema de adaptación*.

Effective coordination was achieved through various *'mecanismos'* including regular meetings. Some respondents gave some details about the arrangements which included exchanges of visits between primary and secondary school and transition units for students agreed between the primary and secondary school (in one case expecting students to undertake summer reading).

Late starters

Two of the twelve Head Teachers stated that they had had no such students in the past. The other head teachers did not see this as a significant problem and reported few individual difficulties. Effective integration was usually attributed to: (insistence on) a good level of English on entry, and well-qualified and committed students. In three cases, an entry test in English was regarded as an important filter.

Two referred to initial difficulties for incoming students in coping with aural comprehension in the first term. One respondent referred to two dropouts in ESO2 who apparently missed their original social group. The same respondents mentioned two recent migrant students with at least adequate English who had had different experiences: one had integrated well, but the other had not, possibly owing to social rather than linguistic factors.

One Head Teacher stated integration was easy because incomers '*han demostrado ser mejores que la mayoría de aquellos alumnos provenientes del Programa'.* Another saw different reasons for successful integration: *'Se han integrado perfectamente en todos los casos al existir un clima abierto y tolerante'.*

Students giving up BEP

All the Head Teachers reported few dropouts but only two quantified their statement: one or two in each year and six or seven over four years.

Most respondents considered that the reasons for not continuing were not specific to the BEP and they referred in various ways to lack of motivation/effort/organisation/study habits. Some students had a limited capacity to cope with the curriculum at secondary level; in two of these cases, primary school advice not to continue in the BEP had been ignored by the students or their parents.

The other Head Teachers believed that drop-outs occurred when students could not cope in English with a more demanding content and a wider range of subjects in the secondary curriculum.

One respondent cited the case of two students who had passed everything who had withdrawn from the project because *'no se encontraban a gusto'*, but the statement was not explained.

National Factors

Not all respondents commented on the five factors listed, although ten mentioned the *Guidelines* and/or the courses.

The 10 responses on the *Guidelines* indicated that they were (frequently) used and seven respondents described them as (very) useful.

The comments on the courses were very positive: all ten responses indicated in some way that these were (very) useful. Some suggestions were made for increasing access to the courses: one respondent pointed to the need for all teachers new to the BEP to have specific INSET and another wanted INSET for all BEP staff, mentioning that some of his/her teachers have had none since joining the BEP four years ago. The same Head Teacher called for a national meeting for secondary Head Teachers and coordinators involved in the BEP.

Five responses mentioned the projects and three of these schools had participated in at least one project.

Four responses referred to the magazine. One of these stated that the magazine was used a lot, two a little, and one hardly at all.

Five responses mentioned the website: one stated it was used a lot and another was used a little. The other three claimed it was not really relevant to secondary schools.

Other Factors

Three Head Teachers did not respond to this question. The comments made by the others covered the following issues:
- claims that the CA authority offers limited support
- lack of *regulación* for BEP project schools
- *zonificación educativa* in the city restricts access to the BEP for some students
- need to keep continuity in provision of FLA
- contracts for native speaker teachers (AL) need sorting out
- INSET is needed for ICT

- more local INSET needed
- teaching through the medium of English has knock-on effects on other departments within the school
- the exceptional commitment of teachers makes the BEP successful

Findings in relation to Aim 4

The main purpose underlying Aim 4 was to collect contextual information in parallel to the contextual information collected from Primary School Head Teachers in Study 14.

Number of Students per school

- The schools ranged in size from 500-1099 students, with most in the range 500-799 students.

Percentage of Students per school with mother tongue other than Spanish

- Most schools had between 1% and 9% students with mother tongue other than Spanish.

Percentage of Students per school with Special Educational Needs (SEN)

- Most schools reported between 1 and 4% students with special educational needs.

SSHTs' estimated socio-economic background of students per school

- With regard to percentage of students from socio-economically disadvantaged backgrounds, there was a fairly even distribution from 5% to 30%, though one school reported 50-54%. With regard to socio-economic advantage, a fairly even distribution between 6% and 24% was reported.

Percentage of Students in each year of the school participating in the BEP

- The secondary schools were quite different from the BEP primary schools, in that a 'whole-school' policy prevailed at primary school level but the secondary schools took in not only students from BEP primary schools but also took in students who had not experienced a BEP.

- In ES01, one school reported at 5-9% and the others ranged from 20% to 45%. From ES02 onwards there was somewhat less participation in the BEP, though it was not entirely clear if this was caused by drop-out or if the secondary schools, having come into the BEP much more recently than the primary schools, were in some case still building up their numbers. At any rate, in ES04 there was one school with only up to 4% of students taking the BEP, with the remainder spread between 15% and 35% of the overall numbers in that particular year-group.

Number of schools with Students moving out of the BEP in each year of the school

- Only a small amount of drop-out was reported, except in one school which had 25-29% drop-out in ES01. There was one school with 15-19% drop-out in ES02. In the other schools, drop-out was largely confined to 10% or less across all year-groups.

Numbers of schools with Students moving into the BEP in each year of school

- There was evidence of a substantial new intake in a small number of schools. In ES01 there were two schools with 35-39% new intake to the BEP, and one at 30-34%, while in ES02 there was one school with 35-39%; one with a similar number for ES03 and another with a similar number for ES04. In addition, four schools reported new BEP intakes of 5-14% in ES01, and three others at 5-14% in ES02.

Time spent per week in particular subjects

- For **English Language & Literacy** the time spent per week ranged from 150 to 360+ minutes, with most being in the area of 240 to 300. This was relatively stable from ES01 to ES04.

- For **History, Geography and Science** together the range was 150 to 330 minutes per week, with most schools reporting between 150 and 240, except in the case of ES04 where there were a few instances of 300 to 360.

- The **other subjects** reported by respondents were Technology, Mathematics, Music, Art, Ethics, PE, Computing, Communication Processes and Study skills. Each of these occurred in only one or two schools, and the minutes per week ranged from 120 to 201, except in the case of Study Skills which featured in one school, with 60 minutes per week in ES04.

Schools with particular categories of staff

- The use of *asesores lingüísticos* was much less widespread in the secondary schools than in the primary schools, with two in one school and one in another.
- The *funcionarios con plaza fija* embraced two schools with 3, three with 4, one with 6, three with 7 and one with 10.
- The *funcionarios sin plaza fija* were reported as five schools with 2, three with 3, one with 6 and one with 9.
- The instances of *auxiliar de conversación* showed an increase over provision at primary school, with three schools having 1 or 0.5, two having 3, and two with 4.

Schools with a partner-school in an English-speaking country

- Six responses indicated a partner school in an English-speaking country

Schools involved in exchanges during 2008/09

- Two schools indicated exchange of teachers; two indicated exchange of students; five indicated exchange of correspondence or materials.

> ## Conclusions: Study 15: Perceptions of Secondary School Head Teachers
>
> **Study 15** focused on the perceptions of secondary school Head Teachers. As was the case with the primary school Head Teachers, the secondary school Head Teachers' view of the BEP overall in the first four years of their school was clearly positive. The aspects considered most beneficial to students were: 'command of English', 'preparation for future studies', and 'develops knowledge and skills for future employment'. As was the case with the primary school Head Teachers, the two areas of some uncertainty were in respect of the impact of the BEP on students' Spanish and on their understanding of life in Spain. Of the national factors, most appreciated were the *Guidelines* and the courses/conferences. The magazine and the website were considered to need up-dating. There were some expressions of concern that the regional education authority might not be fully supportive of the BEP. Transition from primary to secondary education was generally perceived as being successful, despite the difficulties which could arise, e.g. time-tabling, or BEP students having to fit into a culture that contained non-BEP groups (different from their primary schools which did not have non-BEP groups). 'Late starters' in the BEP, e.g. students joining the BEP in first year of secondary education who had not had BEP at primary school, were generally not perceived as a major problem.

STUDY 16:

MANAGEMENT ISSUES

The main focus of attention in collecting data relevant to Aim 1 ('Good Practice') was on classrooms and classroom teaching. At the same time, however, it was possible to gain some insights into school management issues pertaining to the BEP and some aspects of good practice. These insights did not arise solely from a special, separate 'good practice in management' data-collection exercise, but arose also in the process of collecting data for several of the other studies which feature in the present report, particularly but not exclusively Studies 13 and 14, which are concerned with primary school and secondary school Head Teachers.

The present note is in two sections:

- A note of some management issues which arose from discussions with Head Teachers and other senior management. Some of these are complex and do not have one clear and obvious way forward, so we present these as issues for discussion and not as recommendations on what to do.
- Some instances of what the evaluation team and the senior management concerned considered to be good practice that seemed to be achieving a beneficial effect.

Examples of management issues arising from discussions with Head Teachers

The evaluation team interviewed each Head Teacher and the *jefe de estudios* at the beginning of the series of visits and useful informal discussions with either the Head Teacher or the *jefe de estudios* (or both) took place during the subsequent visits.

These conversations provided valuable insights into some of the issues involved in the organisation and management of the BEP in schools. It is not assumed that all these issues arose in all schools, but there was a degree of consistency about the concerns raised. The issues are reported here because we believe they offer useful points for others to consider when setting up or maintaining a BEP or similar projects.

Primary schools

The issues in primary schools mainly concerned the deployment of staff. The importance of having teachers who are native speakers of English, or teachers with near native-competence in English, was universally recognized and therefore their effective and efficient deployment needed careful consideration. For example:

- Should such teachers be deployed evenly across infant education and the three cycles of primary education or concentrated with particular age groups?
- Should they 'move on' with a particular cohort or stay in the same cycle?
- In timetable slots where two teachers were available, should they team-teach or split the class into two smaller groups (and usually one able, one less able) and alternate between them?
- If the class (form) teacher had little English, how could he/she gradually become more regularly and actively involved in the teaching?
- How could any flexibility in staffing be used to support children with significant learning difficulties or who joined the BEP with limited English during the primary years?
- Given that there have been reductions in staffing affecting the availability of AL, what kind of adjustments to previous practice would be most effective?
- How does one ensure continuity in planning and teaching if key teachers (such as AL) are on temporary contracts or are *funcionarios sin plaza fija* and therefore may not be in the same school the following year?

Secondary schools

Secondary schools are different in their structure and organisation with most teachers delivering a particular subject specialism, but similar staffing considerations apply – e.g. the deployment of AL (where available) and FLA.

In both primary and secondary schools, management has to be sensitive to maintaining the goodwill and motivation of non-BEP staff whose own deployment across the years and teaching groups may be affected by the need to ensure that 40-50% of the curriculum is delivered through the medium of English.

Secondary schools include BEP cohorts but they are not 'bilingual schools' in the same sense as the primary schools where the BEP applies to (virtually) the whole school. Indeed, the BEP cohort may be a (small) minority in some secondary schools. This raises questions about curriculum and organisation. For example:

- Should BEP pupils be taught as a discrete group for all subjects including those delivered in Spanish?

or

- Should they be spread across the teaching groups for the subjects delivered in Spanish, notably Spanish language and mathematics?

Both arrangements have advantages: for example, the former may be more efficient to organise (and timetable constraints may make it inevitable), the latter may assist in the social integration of BEP pupils within the school as a whole.

In some schools a substantial proportion of BEP students (10-35%) are new to the Project when they arrive at secondary school. Schools have to be satisfied that such pupils have a level of English sufficient to cope with learning curricular subjects through the medium of English. However, the previous learning experience of these pupils will be different in a number of respects and this also needs to be taken into account in the teaching.

Pupils in ESO4 have the possibility of entering for the IGCSE examinations (see Study 9) in one or more subjects and take-up varies between schools, partly because parents have to find the examination fees themselves. Given that there are differences between ESO syllabuses and IGCSE syllabuses, there are implications for the preparation which teachers need to invest in the IGCSE which may not apply to all pupils in a given class.

The *bachillerato* is not part of the BEP which extends to the end of compulsory education and therefore it falls outside the evaluation. However, Head Teachers report that they are frequently asked by parents why there is no continuity in the BEP experience beyond ESO4.

Some examples of good practice in management

Below, we list some examples of what seemed to be good practice that was achieving a beneficial effect on the motivation or the performance of teachers and/or students:

- the promotion of **team teaching**, e.g. with teachers working together in planning, teaching, providing focused individual support and monitoring progress
- **regular weekly meetings of staff** teaching a particular subject (e.g. English Language & Literacy) or group of subjects in order to develop a team approach, to share insights and experiences and engage in collaborative planning
- **participation in local or regional authority projects**, e.g. to encourage good practice across the whole school in respect of ICT
- developing the **school website** so that it becomes a useful and informative tool for the school staff and students and also for the local community and for partner schools in other countries

- encouraging regular links with **partner schools** in English-speaking countries, i.e. going beyond a school-link as simply a symbolic feature of a BEP school, and encouraging staff and students to engage in genuine intercultural exchange

- **adapting the curriculum** to suit students with special educational needs, but doing so while still maintaining a valid bilingual education

- encouraging **discussions, collaborative planning and reciprocal visits** between staff of primary school and associated secondary school, in order to facilitate the transition of pupils

- deploying staff so that at times a particular class can be divided into two groups in order to provide more **focused and specialised support**

- promoting imaginative **cross-curricular links**, e.g. art and science

- ensuring that the **visual profile of the school**, through a public display of signs, symbols, images, charts etc makes it clear that this is a school which provides and takes pride in bilingual education

- developing the use of **formative assessment** to support learning more effectively

- adopting a bottom-up approach to planning, implementation and evaluation, with **class teachers regularly consulted and involved** in decision-making.

Conclusion: Some management issues

Study 16 was not based on its own separate data-collection exercise. Instead, the data were gradually accumulated in the course of data-collection for the other studies. A number of important issues have been identified which required the attention of management staff in primary schools, and likewise in secondary schools. In addition, a range of examples has been identified of good practices initiated by or involving school management staff which lent support to the BEP in a variety of ways. **Study 16** brings these examples together in the one brief account.

CONCLUSIONS

Challenges and outcomes

When first introduced, the BEP represented an initiative that was intended to be very different from the prevailing model of languages education in Spanish schools, and its key characteristics have been set out in our introductory chapter. In making a judgement about its effectiveness several years later, it is appropriate to bear in mind two major challenges which it had to face:

- First, the challenge of being successful across a large number of schools, all in the state system and across a wide range of socio-economic circumstances.

- Second, the challenge of being successful in a societal environment in which (as our evidence clearly shows) very little English is used by pupils in their lives outside school. This makes the challenge different from that in countries such as Denmark, Finland, Holland, Norway or Sweden where there is much more access to and use of English in society at large.

The evidence which we have gathered from our sixteen studies clearly indicates that the project has achieved considerable success in all three areas which we were asked to investigate: **performance and attainments**, **good practice** and **perceptions**. Each of the sixteen studies has its own Conclusions which we do not repeat here, and the reader is referred to these in order to build up a picture of what has been achieved overall.

The national BEP has been both radical and innovative by accessing primary schools in the state sector on the basis of a 'whole-school' approach. As such, it moves early bilingual education (EBE) away from the connotations of socio-economic privilege with which it has sometimes been associated in the past and projects EBE as a national phenomenon across a substantial number of schools rather than as a small-scale enterprise in favoured circumstances.

The evaluation team is not in any doubt that this important innovation has been well-supported at national level and that staff in schools appreciate this support, particularly in the form of three key components: the *Guideline*s, the in-service courses or conferences and the provision of supernumerary teachers, particularly in primary schools.

Attainments

With regard to students' performance and **attainments**, we were able to draw on three sources of evidence: first, detailed observation and analysis of what students were able to do in class; second, analysis of their performance in special in-school assessment tasks; and third, their performance in a prestigious international external examination.

Taking all of this together, we discern a strongly positive picture and conclude that the majority of students are gaining much from their bilingual education. They are reaching commendable levels of attainment, in their everyday classroom performance (Studies 1 & 3), their spoken English (Study 6), their written English (Study 7), their written Spanish (Study 8), and also in the IGCSE examination (Study 9). Their progress in the IGCSE was particularly prominent in the 2009 results which showed increased numbers and increased levels of attainment, with some of the cohort of students (with Spanish as mother tongue) being successful in English 1 (which is intended for students with English as mother tongue). The IGCSE examination also shows clearly that the students are showing increasing levels of attainment in content areas such as history, geography and biology, all of these examined in English, and that they achieve a high level of performance in Spanish 1 (for students whose mother tongue is Spanish).

Good practice

With regard to **good practice**, Studies 1-5 exemplify at length and in detail the wide range of practices which good teachers at both primary and secondary levels introduced into their classrooms. These good practices seemed to fall into two broad categories: good general practices and good language-focused practices, and the concluding sections to Studies 2 and 4 identify those which were exemplified in the lessons observed.

We are not claiming that these good practices 'caused' the impressive learner outcomes which we observed. Our research was not designed to identify cause-effect relationships. Our approach to good practice was not to start with some theoretical notion of good practice and then to try to find out what its effects were. Our approach was the other way round: to start with the notion of successful classroom performance by BEP students and then to consider the practices which accompanied this. That is why in our first four studies we present, as Study 1, Primary 5&6 successful classroom performance; then, as Study 2, the practices which were associated with this successful classroom performance; then, as Study 3, Secondary 2 successful classroom performance; followed by, as Study 4, the practices which were associated with this successful classroom performance.

Perceptions

With regard to **perceptions**, we have collected evidence from the main BEP stakeholders: the pupils (in both Primary 6 and Secondary 2); parents of students in the same schools and year-groups; primary school class teachers; secondary school class teachers; primary school head teachers; and secondary school head teachers. Across these different groups, the perceptions of the BEP are consistent and strongly positive, with negative opinions only in a small minority of cases in relation to only a small number of aspects.

The BEP is widely seen as conferring benefit not only on the pupils but also to teachers and schools in a number of ways which our evidence identifies.

Matters for reflection and further development

Given the major challenges which the BEP has faced and to which we have already referred, it would not be reasonable to expect everything to turn out perfectly, and we have been able to identify a small number of **matters for reflection and further development** which the Ministry and the British Council might wish to consider. These are briefly set out below:

- There is an issue of **sustainability** in that the costs of delivering the BEP include the provision of a substantial number of supernumerary native or near-native-speakers as *asesores lingüísticos*, particularly in primary schools. The presence of this form of teaching support has been greatly appreciated, so a question arises as to whether this will be maintained into the future or whether a plan will be developed for some other form of provision.

- There is an issue of **low-attaining students**. It is a real achievement that, on the evidence of the present evaluation, possibly up to 90% of students may be considered as having experienced a successful or highly successful BEP. Given however the strong commitment to a 'whole school' approach, there will be merit in giving further consideration as to how the lowest-performing students may be helped in deriving a richer benefit from their BEP than at present.

- There is an issue of **relevance to secondary schools** of what the BEP at present provides by way of its website and its magazine. These seem to be more geared to the needs of primary schools, and this is understandable, given the fact that primary schools have been much longer involved in the BEP than have secondary schools. We are aware that steps have already been taken to address this matter.

- Finally, there is the matter of **ICT provision**. We mention this because ICT-use was one of the stated aims of the BEP. During the initial phases of the evaluation, we found limited evidence of meaningful ICT activity. Recently there have been encouraging signs, but still with much to do. There is a case for considering ways and means of helping teachers by means of ICT to access, adapt and share materials and ideas for teaching their students.

Factors associated with successful outcomes

In collecting our evidence and in forming our judgements, we have inevitably been drawn into a consideration of **what might explain the undoubted success which the BEP has achieved**. As already indicated, our research was not designed to identify cause-effect links, and so we cannot make claims of the sort that Factors X, Y and Z 'caused' positive outcomes A, B and C.

However, although we cannot adopt a strong cause-effect position, our reflections on the evidence do lead us to the view that a number of identifiable factors may have had

some role in contributing to the project's positive outcomes. We see these factors as being of four sorts: **societal factors**, operating in Spanish society at large; **provision factors**, consisting of specific provisions which the education system makes, whether at national, regional or school level; **process factors**, consisting of processes of teaching & learning, management, assessment and evaluation; and **personal factors**.

These are set out below:

Societal factors	• Political will for this form of education, extending over 15 years and accommodating changes of government • Parental interest & demand • Widely held view that English as global language is important for the international citizenship of the young people of Spain
Provision factors	• An early start (in some cases from age 3) • Substantial time for education through the medium of English (40%) • Leadership at national level from Ministry & British Council together • Supernumerary teachers fluent in English • Supportive national *Guidelines* on BEP curriculum • Highly valued in-service courses for teachers • Prestigious external international examination for students at age 16
Process factors	• General teaching strategies • Language-focused strategies, covering grammar and vocabulary, plus the discourse of different school subjects • Creation of community atmosphere in class, in which students collaborate • Activities which offer students cognitive challenge, integrating their knowledge across subjects • Use of assessment in support of learning • Management approach based on consultation and collaboration with teaching colleagues
Individual/Group factors	• Numerous examples of dedication by school staff to the project and commitment to making it succeed • Willingness of students to rise to the considerable cognitive, social and emotional challenge of being educated for substantial periods of time through the medium of an additional language

The evidence of our evaluation suggests that all of the above factors have contributed to the success of the BEP (Spain). This success cannot be explained by reference to one factor only.

In concluding our report, we consider it appropriate to signal a caveat about the interpretation of our findings: the evaluation was not commissioned to compare the possible merits or demerits of the BEP with mainstream non-BEP education in Spain, nor with other bilingual education programmes, whether in Spain or elsewhere. Our remit was to focus on the BEP phenomenon in its own right, and we believe that the sixteen studies provide a wealth of information relevant to this purpose.

Further investigation

We also consider it appropriate to emphasize that our study has been an **evaluation**. There are several **other kinds of research** in addition to evaluation research, and we believe that through these other kinds of research, there is still much to learn about bilingual education within the present BEP and also more generally in Spain and further afield. In conducting the evaluation, it became evident that a large number of specific topics would merit further investigation, perhaps by doctoral students, or perhaps by research staff or groups in universities, or perhaps by teachers themselves.

Examples of possible topics might be:

- focusing on low attainers (the bottom 10% that our evaluation suggests are having difficulty with the BEP as it is at present) in order to investigate ways of enabling them to enjoy a more successful and enriching BEP experience

- investigating learner variables such as socio-economic status, first language (if different from Spanish as national language), self-confidence, group affiliation, ethnicity and culture, geographical location, motivation, strategies - in respect of their possible association with outcomes such as examination attainments, intercultural competence, citizenship

- investigating teacher variables such as general teaching strategies, language-focused strategies, assessment in support of learning, differentiation of instruction according to learner need and interest, use of mixed-mode teaching (e.g. Spanish and English), the creation of a collaborative classroom climate

- investigating ways and means of enabling BEP students to gain greater exposure to and interaction with English-speakers additional to their BEP teachers (on whom our findings show they are at present heavily dependent), and making use of ICT networks and recorded materials in the process

- reviewing the role of *asesores lingüísticos* in order to pilot and monitor a mentoring role for them in support of BEP classteachers.

There are many more such topics, demonstrating that bilingual education offers rich potential for further research, as more and more countries come to view it as a model of education that is well worth exploring in the attempt to provide young people with an education that will prepare them for citizenship both of their home country and of a global world.

THE EVALUATION RESEARCH TEAM

Dr Alan Dobson

Formerly a teacher of languages, Alan Dobson was the senior inspector (HMI) for foreign languages in England until 2002. Since then as an independent education consultant, he has worked with various public bodies in the United Kingdom and abroad on the evaluation of language projects in schools and teacher education.

Alan Dobson has worked with the Council of Europe for almost 20 years and was elected President of the Governing Board of the Council of Europe's European Centre for Modern Languages (ECML) in 2008. He has also been involved in various European Union projects and was the UK representative on the EU Expert Group on Languages 2002-2008.

As an undergraduate, Alan studied in Madrid for some months in the Facultad de Filosofía y Letras and he has been a regular visitor to Spain since then. In recent years he has been invited to give *ponencias* in Spanish at seminars organised, for example, by the Universidad Complutense, the Junta de Andalucía and the Ministries of Education of Spain and Chile. He has actively promoted the teaching of Spanish in the United Kingdom for some 40 years and is one of the longstanding *Amigos de la Consejería de Educación* in London.

In 2004 he was appointed a 'Comenius Fellow' by CILT, the National Centre for Languages, in recognition of his contribution to languages in the United Kingdom. In 2010 he became President of the National Association of Language Advisers.

Dr María Dolores Pérez Murillo

María Dolores Pérez Murillo is an experienced foreign language teacher and teacher trainer. She has been working at the Faculty of Education, Complutense University, Madrid, for more than ten years, and has been involved in undergraduate and postgraduate teaching. She has organised three teachers' workshops on bilingual education, and has also given talks on the topic in Spain and other European countries, such as Slovakia and the United Kingdom.

She holds an MA in Applied Linguistics and a PhD in Linguistics in the area of Bilingual Education from Lancaster University, UK. She has conducted research projects on the teaching and learning of English as a Foreign Language and bilingual education, including her own doctoral dissertation, a longitudinal classroom-based case study of

a bilingual school in London. She is currently a member of DIDACTEXT*, a* Complutense University Literacy Research Group.

In addition to contributing to the initial teacher training of Primary and Secondary school teachers, she has been actively engaged in the Research Training Programme entitled *Didácticas de las Lenguas y Las Literaturas*, with the course 'Bilingual Education'. She is also involved in supervision of postgraduate research projects: DEA *(Diploma de Estudios Avanzados)*, MA dissertations in the Master's Degree in Secondary Education and PhD thesis. Her research interests include bilingual classroom interaction and bilingual teacher development.

Professor Emeritus Richard Johnstone OBE

Richard Johnstone is Director of the present Evaluation Study in Spain, and Emeritus Professor of the University of Stirling in Scotland. For many years he was Director of Scottish CILT, the national centre for information on language teaching & research in Scotland, funded by the Scottish Government. He has extensive international experience of research and teacher education in Modern Languages at Primary School and was an author of two research surveys in this area commissioned by the European Commission. In addition, he wrote for the Council of Europe the document on the Age Factor in the learning of additional languages, identifying the possible advantages and disadvantages of making an early start, and this document has been published in the Council of Europe's Languages Policy series.

For many years now he has directed national and international research projects on different forms of Bilingual education. These include: national research studies on Gaelic-medium and French-medium primary school education in Scotland; a Feasibility Study on Early Bilingual Education in Italy, involving collaboration between the British Council and the Italian Ministry of Education; a similar Feasibility Study in Portugal; and an exploratory Study on Bilingual Education supported by the British Council East Asia Network, involving Indonesia, South Korea, Thailand, Vietnam.

From 1991 to 2010 he wrote the annual review of international research on the teaching and learning of additional languages for the research journal *Language Teaching,* published by the Cambridge University Press. His main foreign languages are French and German, and he is a keen learner of Mandarin, Cantonese and Scottish Gaelic.